

RESOURCE GUIDE FOR ASSESSING CAMPUS CLIMATE



CALIFORNIA
POSTSECONDARY
EDUCATION
COMMISSION

Summary

This guide results from a three-year study by the California Postsecondary Education Commission on the feasibility of developing an educational equity assessment system designed to obtain information on the perceptions of institutional participants about their campus climate. In that study, the Commission defined *campus climate* as "the formal and informal environment -- both institutional and community-based -- in which individuals learn, teach, work, and live in a postsecondary setting." The impetus for the study was two-fold: (1) the Commission's policy declaration that directs attention to the qualitative dimension of educational equity, and (2) Assembly Bill 4071 (Vasconcellos, 1988), which directed the Commission to investigate the feasibility of developing an educational equity assessment system for California higher education.

In June 1990, the Commission published *Toward an Understanding of Campus Climate*, the report of Phase One of the two-part study. That report centered on defining and better understanding the nature of campus climate. In January 1992, the Commission published *Assessing Campus Climate*, the second report of the study, which focused on the process, methodological issues, and educational significance of assessing campus climate.

The Commission believes that institutional self-assessment of campus climate is so important in ensuring educational quality and achieving educational equity that it has urged progress by the entire higher education community in this direction. To assist in making progress the Commission developed this resource guide on the assessment of campus climate for use by institutional policy makers, leaders, and researchers.

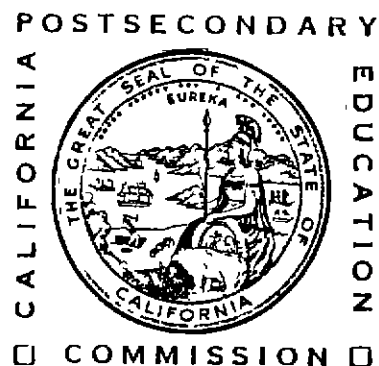
This guide is organized into two major parts, following a brief introduction. Part One illustrates how colleges and universities throughout California have used a variety of methods in assessing facets of their campus climate. It offers illustrations of various methodological approaches to studying campus climate: surveys of students, former students, faculty and staff, interviews, focus groups and other group meetings, and the analysis of institutional documents to learn more about the perceptions, attitudes, and values of members of the campus community.

Part Two contains three pools of items -- student, faculty, and staff -- that institutions can use to design surveys of campus climate. These items cover topics such as student/faculty interaction, curriculum, campus life, campus image, campus leadership, academic support, and relationship between the campus and surrounding community. Campuses can select items from these pools in combinations and permutations appropriate to the mission, values, and context of their circumstances.

Additional copies of this resource guide may be obtained by writing the Commission at 1303 J Street, Fifth Floor, Sacramento, CA 95814-2938.

RESOURCE GUIDE FOR ASSESSING CAMPUS CLIMATE

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Fifth Floor • Sacramento, California 95814-2938





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Contributing Staff: Penny Edgert and Jennifer Taylor.

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INTRODUCTION

Background of the Resource Guide

Two different but mutually supportive paths led the Commission to conduct its three-year study of institutional factors influencing the flow of students that has led to this book. (1) its own policy declaration in 1988 regarding educational equity, and (2) the passage of Assembly Bill 4071 (Vasconcellos) of 1988

- *The Commission's Policy Declaration*: In December 1988, the Commission issued its policy statement on educational equity, *The Role of the Commission in Achieving Educational Equity: A Declaration of Policy*. With respect to this resource guide, the qualitative aspect of the Commission's definition of "educational equity" in that statement is most relevant: "The goal of educational equity is achieved when pluralism and excellence are equal partners in a quality educational environment, especially with respect to curriculum, teaching, research, and public service." The exploration of educational environments that has led to its study on campus climate and, ultimately, to this resource guide was the first of several planned Commission activities to explore the qualitative dimension of educational equity.
- *Assembly Bill 4071 (Vasconcellos, 1988)*: This Act directed the Postsecondary Education Commission to determine the feasibility of "a program of systematic longitudinal data collection" that would focus on "the relative significance of various factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups. Of special importance are factors influencing the perceived level of equity being provided in students' educational experiences" -- most particularly -- "institutional policies, programs, practices, attitudes, and expectations that are conducive to, and serve to encourage the achievement of appropriate educational goals by all students at the institutions, in particular women and students from minority groups traditionally underrepresented in higher education."

The Commission labeled the environmental factors that may contribute to or detract from student progress as "campus climate" -- a concept borrowed in part from the work of Bernice Sandler and her colleagues at the Project on the Status and Education of Women. For the purpose of this project, the Commission defined *campus climate* as "the formal and informal environment -- both institutional and community-based -- in which individuals learn, teach, work, and live in a postsecondary setting."

As such, campus climate is a collage of the interpersonal and group dynamics that comprise the experience of participants in a collegiate setting. The perceptions of individuals in those settings are the lens through which campus climate can be explored.

The Commission's Study of Campus Climate

To organize the study, the Commission divided it into two phases

*Phase One: Framing a View of Campus Climate
Through Focus-Group Discussions*

The first phase centered on defining and better understanding the nature and complexity of campus climates. By holding focus-group discussions on eight campuses throughout California, the Commission sought to identify and describe the major components of this concept and its relationship to the perceptions and decisions of students, faculty, and staff with respect to educational experiences and career choices. Among the factors identified as salient to these perceptions and decisions were.

- Faculty composition and philosophy,
- Student-faculty interaction;
- Curriculum content and pedagogical approaches;
- Academic support service availability;
- Student life;
- Interactions among students;
- Campus image;
- Student expectation of the campus prior to enrollment,
- Campus leaders' philosophy and implementing practices; and,
- Campus-local community interaction

The Commission adopted and published its report from the first phase of the study, *Toward an Understanding of Campus Climate*, in June 1990.

*Phase Two. Developing Methods for Implementing
an Educational Equity Assessment System*

The second phase of the study revolved around investigating the methodological and processual approaches to assessing campus climate. Specifically,

- California colleges and universities responded to a request to provide copies of studies that they had conducted to examine their campus climates. Summaries of the methods used by these campuses are contained in Part One of this resource guide on pages 5-96
- Commission staff developed and field tested pools of survey items on ten college and university campuses throughout California. Revisions of those items comprise Part Two of this guide on pages 97ff.
- Commission staff discussed the strengths and weaknesses of various methodologies for studying campus climate. The knowledge gleaned from these discussions resulted in the commitment to develop this resource guide for colleges and universities

The Commission adopted and published its report from the final phase of the study, *Assessing Campus Climate: Feasibility of Developing an Educational Equity Assessment System*, in January 1992. The primary recommendation that emerged from that report is that every California college and university should plan, develop, and implement an assessment of its campus climate. While prescriptive in general, this recommendation deliberately lacks specificity as

to the scheduling, methods, and processes -- issues that ought to be decided by each institution based upon its own mission and values

The rationale for this recommendation was that assessments planned and conducted by each postsecondary institution of its climate holds the greatest potential for understanding and objectifying the experiences of institutional participants, as revealed through their perceptions. Moreover, this increased understanding is a necessary first step in developing campuses that are both equitable and high quality educational environments -- a goal that ought to be integral to the educational mission of all institutions.

This resource guide is designed to facilitate institutional self-assessment of campus climates by centralizing the current information on the subject and minimizing the expenditure of resources involved in such a self-assessment.

Acknowledgements

The Commission's study of campus climate was guided by an advisory committee whose intelligence, commitment, and understanding of the issues was extraordinary. Members of that committee were

- Delores Austin, Center for Academic Skills and Enrichment, University of California, Santa Barbara (formerly)
- Charles Carter, Student Activities, California State University, Chico
- Rita Cepeda, Academic Affairs, California Community Colleges
- Jeff Chang, Legislative Unit, California State Student Association
- June Cooper, Student Affairs, California State University, Long Beach (formerly)
- Sonya Dugas, Student, San Francisco State University (formerly)
- Julie Gordon, Academic Affairs, University of California
- David Hawkins, Legislative Unit, California State Student Association (formerly)
- Lloyd Monserratt, Student, University of California, Los Angeles
- William Moore, Association of Independent Colleges and Universities (formerly)
- Liz Quesada, Student, California State University, Los Angeles (formerly)
- Patricia Romero, Student Academic Services, University of California
- Jacqueline Ross, Office of Relations with Schools, University of California, Davis
- Angel Sanchez, Analytical Studies, California State University
- Sharon Skog, California Postsecondary Education Commission (formerly)
- Cindra Smith, Community College League of California
- Don Stelluto, Student, California State University, Fullerton (formerly)
- Michele Woods-Jones, Business and Administrative Services, University of California, Berkeley (formerly)
- Elaine Yamaguchi, University Affairs, University of California Student Association
- Juan Yniguez, Residential Education, Stanford University (formerly)

Additionally, the Commission's efforts were significantly enhanced by the campus liaisons who facilitated its work on 18 campuses throughout California during the two phases of the study. Those liaisons were:

- Nick Aguilar, University of California, San Diego
- Sara Armstrong, California State University, Chico
- Bernadette Chavez, University of California, Irvine
- June Cooper, California State University, Long Beach (formerly)
- Kristine Dillion, University of Southern California
- Richard Fass, Pomona College
- Austin Frank, University of California, Berkeley (formerly)
- W. David Haggerty, University of California, Davis
- Norma Hernandez, Southwestern College
- Martha Kanter, San Jose City College
- Merilee Lewis, San Joaquin Delta College (formerly)
- Leroy Morishita, San Francisco State University
- Marsha Hirano Nakanishi, California State University, Northridge (formerly)
- Gerald Ramsey, San Diego City College
- Al Renville, Butte College
- Janice Dennis-Rounds, Cerritos College
- Alex Steuer, Occidental College (formerly)
- Joseph Subbiondo, University of the Pacific

A special acknowledgement is due to Jennifer Taylor of the Commission whose skill, patience, and commitment contributed enormously to this study and especially this Guide

Finally, the Commission is indebted to the students, faculty, and staff who participated in this study. These thousand individuals took time from their studies, teaching, or jobs to share their perceptions about the institutional settings in which they learn, live, and work. It is the Commission's hope that the time they devoted to this study and their contributions to this Guide will ultimately result in the enhancement of campuses that are both high quality and equitable environments for all participants, especially those from groups and genders historically underrepresented in postsecondary education.

PART ONE

EXAMPLES OF METHODS AND PROCESSES FOR STUDYING CAMPUS CLIMATE

Methodologies for Assessing Campus Climate

One of the clear conclusions from the Commission's study is that no single methodology is the "correct" one for examining campus climate. Rather, decisions about which methodologies a campus might select should be predicated on the goals of the exploration, the mission, the context, and the values of the institution, and available resources. Moreover, the Commission's study reveals that any one methodology -- irrespective of which one -- is unlikely to reveal the richness of information that a campus needs to foster an environment that is characterized as both high quality and equitable by its participants. Conversely, the utilization of multiple methodological approaches -- particularly at different stages in the campus' exploration of its climate -- is likely to be more beneficial in modifying and assessing, on a regular basis, changes in that climate.

This section of the Resource Guide presents examples of various methodologies that institutions have used to examine their climates, including surveys of different participants in the campus community, focus group discussions, and analyses of institutional documents. Prior to the presentation of examples reflecting each of these major methodological approaches, a summary of the methodology provides an overview of the approach, types of explorations for which it might be appropriate, and its advantages and disadvantages. While these three methodological approaches are not intended to represent the universe of methodologies that could be utilized by an institution to assess its campus climate, they do reflect the most common approaches and those for which illustrative examples were available. Other approaches that might be applicable are individual discussions, exit interviews, or participant observational analyses.

Processes for Assessing Campus Climate

Perceptions of campus climate are at the core of issues of institutional inclusiveness and receptivity. As such, while no one methodology is ideal for assessing campus climate, the importance of the process by which campuses assess their climates is difficult to over-estimate. Presumably, the goal of assessing one's campus climate is to enhance the perception of participants -- students, faculty, and staff -- that the institution is a community that is welcoming, supportive, and hospitable for all involved individuals. The inclusive nature of this goal ought to be reflected in the process by which a campus develops an assessment of its campus climate.

The inclusiveness of the process has the potential to

- Develop a sense of “psychological ownership” among its many members and constituencies about the assessment of campus climate. This ownership can lead to a diminution of its potential divisiveness, particularly if the assessment is seen as on-going and “formative” rather than one-time and “summative.” The development of this sense of ownership can be premised on an acknowledgement that most, if not all, campuses are less intellectually and socially diverse than they would wish to be, and that discomfort is a natural part of the change process rather than an emotion to be feared. Moreover, the assessment can identify the specific ways in which the campus needs to change in order to reach its educational goals, a critical step in making progress. In this way, the potential for divisiveness may be minimized as those involved have a stake in the end product.
- Focus energy and thought within an academic community on its climate -- a part of the educational enterprise that seldom holds institutional constituencies’ attention for long unless a crisis is brewing
- Produce profound individual and collective insights. For example, one faculty member who participated in the field test of the Commission’s surveys reported that he began to think about the composition of his classes in different ways than he had previously. As such, he examined records to ascertain if his assignment of course grades was gender related -- an action that resulted in greater knowledge about his own behavior as it relates to gender issues. What was true for him may be true for institutional self-knowledge at large.
- Mobilize this greater insight -- both personal and institutional -- as a foundation for enhanced progress with respect to educational equity goals. If the process leads to greater understanding of the ways in which the campus is experienced by students, faculty, and staff from backgrounds historically underrepresented in postsecondary education, and if they perceive their experiences as detrimental, then the institution is in a far better position to change the practices, attitudes, and behaviors that lead to those perceptions.

An inclusive process has the following characteristics.

- A clear message from campus leadership -- in the administration, academic senate, student government -- that assessing campus climate is an institutional high priority and that the results of the assessment will be considered seriously in modifying, if determined to be appropriate, campus policies, practices, and programs.
- Active involvement of all groups on campus, including students, faculty, staff, and administrators, at each stage in the assessment. Additionally, each of these groups should be inclusive of the diversity on campus with respect to gender, race, ethnicity, home department, longevity on campus, and other factors of significance,
- A willingness to be consultative and seek advice from all constituencies of the campus community as a whole;
- A mechanism for soliciting advice that is deliberative, including perhaps the establishment of an advisory council or committee; and,
- A spirit of openness, especially to the multiplicity of voices at the institution.

With respect to the objectives, at an early stage in the process, the assessment’s goals and timelines for achieving them should be developed through a consensus-building process. The goals and timelines should be widely published on campus in order that the community as a whole knows that the assessment is occurring, the expectations that are motivating it, the process by which individuals can become involved, and the ways in which the results will con-

tribute to enhancement of campus life for all participants. This openness should encourage engagement in the process and generate a receptivity to adaptations, if any, that are indicated by an analysis of the findings.

To focus attention on the importance of assessing campus climate and to create campuswide psychological ownership of the assessment, institutions should recognize the sensibilities and sensitivities that the assessment process will engender. From that realization, institutions should develop a process based upon the answers to the following questions and others that will subsequently emerge:

1. Under whose auspices should the assessment be conducted?
2. What constituencies should be involved in designing the assessment system -- students, faculty, administrators, staff, and alumni? What form should their involvement take?
3. Who should select the individuals to design the assessment system?
4. Who should be selected to coordinate, or direct, the assessment?
5. What will be the institutional resources and budget available for this assessment?
6. What is the timeline for the assessment?
7. What aspects of the campus climate should be assessed?
8. Will there be a guarantee of confidentiality to the participants and, if so, how will it be assured?
9. How and to whom should the results be communicated?
10. Whose responsibility will it be to respond to the results?
11. What mechanisms will be established to monitor any interventions that are initiated in order to modify the campus climate, if such changes are determined to be necessary?

The rest of this part of the Resource Guide focuses on the variety of methodologies that a campus might select to conduct its assessment, including discussion of the "trade-offs" among the various methodologies.

SURVEYS

In general, surveys are printed questionnaires to which individuals respond, often in a manner that protects their confidentiality and anonymity. Surveys vary among several dimensions:

- Length: short or long,
- Format: open-ended or forced choice items, or a combination thereof;
- Content: unfocused or multi-dimensional; and,
- Administration: on an individual basis, in a mass audience, or by mail.

Uses of Surveys

- Gathering information from a cross-section of the campus community;
- Obtaining a global sketch of the perceptions of individuals on major topics of interest; and,
- “Taking the temperature” of a campus.

Advantages of Surveys

- Protection of the confidentiality and anonymity of respondents such that they are comfortable in responding candidly to the questions;
- Collection of information in a relatively short period of time from as many respondents as needed for the particular purposes of the assessment,
- Minimization of the expenditure of human resources to gather the information;
- Optimization of the number of topics or issues to be assessed,
- Ease of distribution and collection of information for both the respondents and the surveyors; and,
- Amendable to direct analysis of results.

Disadvantages of Surveys

- Survey methodology constrains the extent to which topics or issues can be explored in depth. Filling in details of an institutional picture with respect to climate necessitates methodologies other than surveys
- By definition, surveys are static and, as a result, do not provide an opportunity to delve into information provided by respondents.
- Surveys are impersonal and may exacerbate perceptions of respondents that the institution interacts with its participants in an anonymous and alienating manner.

This section on surveys is divided into three subsections.

- Surveys of Students (pages 11-42);
- Surveys of Former Students (pages 43-59); and
- Surveys of Faculty, Staff, or Other Institutional Participants (pages 61-74).

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Annual Survey of Freshmen

Issue

The American Council on Education and the Cooperative Institutional Research Program at UCLA sponsor their annual Freshman Survey as part of a national effort to gain information about the entering freshman class

Instrument

The national survey addresses the following areas: high school background, college finances, educational plans, aspirations, attitudes and values, and background characteristics of respondents. In 1988, the University of California, San Diego (UCSD), added ten questions explicitly about its campus.

Data Collection

UCSD distributed the 1988 survey at the summer freshman orientation. A total of 72 percent of those who received survey forms completed them.

Report

University of California, San Diego. *Freshman Survey*. San Diego, California: Student Research and Information, Undergraduate Affairs, UCSD, 1988

The results presented in this research synopsis are broken down by percentage for the entire University of California system for 1988, and for UCSD for 1986 and 1988. The 1988 results for questions specific to UCSD are also broken down by the individual college of the respondents.

Contact

Dr. Darlene Morell, Student Research and Information
Undergraduate Affairs
University of California, San Diego
La Jolla, California 92093
(619) 534-6309

Characteristics of First-Year Students Over a Twenty-Year Period

Issue

This study uses data from the American Council on Education's annual survey of college freshmen, collected by the UCLA Higher Education Research Institute, to examine how University of California, Santa Cruz (UCSC), students rate themselves compared to other students at comparable institutions nationwide and to examine UCSC students' feelings about their academic abilities, expectations of college, plans, political views, and attitudes

Instrument

On the survey form, students compare themselves in terms of their personal attributes "with the average person your age," using the following response categories: highest 10 percent, above average, average, below average, and lowest 10 percent. Students are asked to describe their political leanings by selecting from the five possible response categories: far right, conservative, middle of the road, liberal, and far left. The questions probing students' attitudes use four response categories of agree strongly, agree somewhat, disagree somewhat, and disagree strongly. Students select very good chance, some chance, very little chance, and no chance for their responses to questions about their college expectations. Finally, in response to questions about their future goals and plans, students select from the following response categories: essential, very important, somewhat important, and not important.

Data Collection

Researchers at UCSC receive the results of each year's freshman survey annually, but since UCSC did not participate in the survey in 1976 and 1979, they statistically estimated the responses for those two years

Report

Baker, Harley. *Personal Characteristics of Santa Cruz Freshpersons: A Twenty-Year Summary*. Santa Cruz, California: Office of Analysis and Planning, University of California, Santa Cruz. January 1991.

Since the same questions do not appear on the ACE/HERI survey each consecutive year, this report devoted more space to examining the differences and similarities between UCSC students and students nationwide than it does examining the 20-year trend of Santa Cruz student responses to each question.

Contact

Randall Nelson, Director of Analysis, Planning and Budget
University of California, Santa Cruz, Hahn Hall, Room 241
Santa Cruz, California 95064
(408) 459-2446

Reasons Students Choose the University of California, Santa Cruz

Issue

The University of California, Santa Cruz (UCSC), also uses the annual freshman survey of the American Council on Education to longitudinally examine the reasons why UCSC students decide to go to college and the selection criteria they use to choose a college, compared to other students at similar colleges nationally

Instrument

The ACE survey looks at college students' "values, attitudes, educational and future goals, demographic characteristics, and college expectations." It asks respondents to rate 12 reasons for attending college. The researchers break the questions down into three main categories: desire for a liberal arts education, occupational reasons, and non-educational reasons. In addition, it poses 15 questions to respondents regarding their reasons behind choosing a particular institution. These questions are organized into four subsets: Institutional Reputation, Formal Advisers, Financial Considerations, and Family Expectations. The survey uses a response scale of Very Important, Somewhat Important, and Not Important.

Data Collection

The 1990 report is based on annual surveys that were administered between 1971 and 1989 by the American Council on Education to newly enrolled freshmen at colleges throughout the nation. Although UCSC did not participate in the study in 1976 and 1979, the data for those years were statistically estimated using "time-series methods." Between 1966 and 1979, ACE researchers used the responses from all participants nationally for comparisons. However, since 1980, only highly selective colleges (defined as those whose students achieve, on average, SAT scores of at least 1100) have been examined. ACE researchers receive national response rates of between 60 percent and 85 percent each year.

Report

Baker, Harley, and Nelson, Randy. *Reasons Freshpersons Come to UC Santa Cruz*. Santa Cruz: Office of Analysis and Planning, University of California, Santa Cruz. December 1990.

The results of the surveys for Santa Cruz compared to other similar colleges nationwide are compared and discussed in the report.

Contact

Randall Nelson, Director of Analysis, Planning and Budget
University of California, Santa Cruz, Hahn Hall, Room 241
Santa Cruz, California 95064
(408) 459-2446

Satisfaction of New Students

Issue

The University of California, Santa Cruz (UCSC), used a "New Student Survey" to learn (1) what new students like and don't like about UCSC, (2) how new students feel about their decisions to attend it, and (3) new students' overall feedback about the institution.

Instrument

The survey instrument is made up of closed-ended, open-ended, and fill-in-the-blank questions. Demographic questions such as age, sex, and ethnicity are included. Survey questions address students' experiences during their first semester of school, their most positive and negative experiences at the university, their experiences in large classes, and their experiences in attempting to register for and obtain desired classes. Finally, participants are given the opportunity to respond to an open-ended question regarding their experiences at UCSC.

Data Collection and Analysis

Researchers mailed the New Student Survey to 2,719 new students at UCSC in Fall 1986 and received 597 completed surveys. Although the responding students are not a strict random sample of the entire new student population at UCSC, it is fairly representative.

To analyze the data for the closed-ended and fill-in-the-blank questions, researchers used a factor analysis approach that resulted in these clusters: activities in college, ability to obtain classes, level of comfort in housing situations, opportunities for recreation, academic aspects of UCSC, job opportunities, and teaching quality at UCSC. To compile and analyze the responses to the open-ended questions, the researchers utilized the critical incident methodology.

Report

University of California, Santa Cruz. *Fall 1986 Survey of New Student Satisfaction*. University of California, Santa Cruz, 1986.

The report briefly describes the survey results and breaks them down in terms of percentage responding to each item.

Contact

Randall Nelson, Director of Analysis, Planning and Budget
University of California, Santa Cruz, Hahn Hall, Room 241
Santa Cruz, California 95064
(408) 459-2446

The Quality of Student Experiences

Issue

The Center for the Study of Evaluation at UCLA's Graduate School of Education has developed the "College Student Experiences Survey" for institutions to use in their research on students. One such institution -- the University of California San Diego (UCSD) -- used the survey for four main reasons:

1. To pin-point the campus facilities and resources that students most use;
2. To examine how students feel about their campus environment,
3. To determine the degree of improvement of students' development academically, intra-personally, and socially; and
4. To measure students' satisfaction levels with their campus.

Instrument

The survey instrument is divided into eight main sections -- the last section consists of additional questions added by institutions that wish to do so.

The first section, Background Information, asks respondents questions about their age, major, grade point average, racial/ethnic identification, etc.

The second, Activities, asks students about their college experiences with the library, faculty members, student union, and student acquaintances.

The third, Conversations, asks respondents how frequently they talk about certain topics and how often certain information gained from reading, college classes, etc., comes up in the course of conversations.

Sections four and five -- Reading/Writing, and Opinions About College -- ask respondents to select from a variety of closed-ended responses on these issues.

In the sixth section, College Environment, students select how strong or weak of an emphasis their college places on certain aspects of education such as "being critical, evaluative, and analytical" and "vocational and occupational competence."

The seventh section, Estimate of Gains, asks students about skills they think they have gained in college like increased enjoyment of literature and "understanding new scientific and technical developments" by having them rate their gains on a four-point scale from very much to very little.

In the last section, Additional Questions, UCSD officials posed ten specific closed-ended questions about the campus.

Data Collection

The Student Research and Information Office at UCSD administered the survey to nearly 4,000 undergraduate students. A random sample of 25 percent of the undergraduate students from the "majority" populations (White, Asian, Filipino) were sent questionnaires, while 100 percent of the students from historically underrepresented racial/ethnic groups (African-American, Latino, Native American) were sent questionnaires. The over-sampling of stu-

dents of color was accounted for in the tabulation of the final results by weighting the results from students from the majority populations more heavily

Report

Morell, Darlene and Lare, Cosette *Measuring the Quality of Student Experiences at UCSD*
San Diego: Student Research and Information Office, Undergraduate Affairs, University of
California, San Diego, Fall 1988.

The report describes the results for each of the sections of the survey in separate chapters. The results from UCSD are compared in this report to undergraduate students at many other Ph.D.-granting colleges and universities throughout the nation.

The College Student Experiences Survey itself is available through the UCLA Center for the Study of Evaluation, Graduate School of Education. It is ten pages long, including a one-page cover sheet and the "Additional Questions" section.

Contact

Dr. Darlene Morell, Student Research and Information
Undergraduate Affairs
University of California, San Diego
La Jolla, California 92093
(619) 534-6309

Student Needs and Priorities

Issue

The California State University (CSU) uses its Student Needs and Priorities Survey (SNAPS) systemwide to gauge the educational needs, priorities, and goals of its students and the obstacles they encounter in completing their degree programs. Through SNAPS it seeks to gain information about students, for systemwide and campus planning purposes, to which its individual campuses might not otherwise have access. The State University seeks to administer SNAPS every three years on all of its campuses.

Instrument

The survey form, designed in 1981, was first administered that year to 8,564 students on 12 State University campuses, then slightly revised in 1983 and administered on three of the 19 campuses, and administered again in 1984 to 11,540 students on 16 campuses.

The questionnaire asks demographic questions about students' backgrounds and then asks questions about a number of other issues: their reasons for attending college, their reasons for selecting their particular State University campus; their opinions about the faculty and academic support staff at their campus; the importance of different campus services and the quality of those services at their campus; the quality of instruction; the time block in which they prefer to take classes and the time block in which they actually take classes; the financial means they have available to them for their education; reasons why students drop out of college; factors that influence the number of classes they take; their grade-point average; their unit load; areas in which the campus can be improved; obstacles they have encountered in their quest towards completing their degree program; and whether they expect to transfer to another campus or institution before graduating.

The survey form is eight pages long. Nearly all of the questions are closed-ended, with the exception of two fill-in-the-blank questions. The 1984 version is very similar to the 1981 version except for the addition of two questions regarding the education and occupation of students' fathers or primary providers. Students respond to the closed-ended questions by filling in the appropriate response circle with a Number 2 pencil.

Data Collection

In order to collect the data, each CSU campus determines the stratified clusters that represent its students who are lower-division, upper-division, and graduate-level and then selects a random sample of classes, representing the appropriate clusters for the campus, to take part in the study. Each large campus aims for a minimum sample population of 800 students, while campuses enrolling fewer than 10,000 students seek to survey at least 500 students.

In the 1984 study, all of the CSU campuses achieved their targeted number of completed surveys except one of the larger schools.

In the 1981 SNAPS study, the classes were clustered not only based on their upper division, lower division, and graduate level status, but also according to whether the classes took place in the day or evening. In 1984, however, researchers assumed that a random sample of the

three other clusters would inherently include a random selection of day and evening classes, hence, they did not distinguish between day and evening classes when determining the clusters

Each participating campus appoints a person to be in charge of overseeing the administration of the survey. The system's central Office of the Chancellor pays for the costs associated with hiring student assistants to help administer the surveys in the classrooms.

The responses, on scantron-type forms, are tabulated via computer. In 1984, the forms were sent to California State University, Fullerton, to be analyzed.

Reports

Among reports available from the 1984 administration of the survey are these:

The California State University, Office of the Chancellor, Division of Academic Affairs. *A Survey of Student Needs and Priorities in the California State University 1984*. Long Beach: The California State University, March 1985

San Francisco State University Student Affairs Research and Evaluation Committee. *Student Needs and Priorities 1984*. San Francisco: San Francisco State University, May 1985

The findings are explained textually and portrayed graphically in these reports.

Contacts

For information on the systemwide report:

Skie Daigle
Office of the Chancellor, The California State University
400 Golden Shore
Long Beach, California 90802
(310) 985-9691

For information on the SFSU report

Raymond Dye, Vice President for Student Affairs
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
(415) 338-1329

Campus Climate Issues for Students of Color and White Students

Issue

This study examined the experiences at San Francisco State University (SFSU) of students from six different racial/ethnic groups (African-American, Asian, Chicano, Filipino, Latino, Mexican-American, and White) to determine differences among the several groups.

Instrument

The 11-page "College Academic Environment Questionnaire" asks students about their interaction with other students and faculty; their personal growth as a result of attending SFSU; their feelings about the academic climate of SFSU; the importance they place on good grades; their ways of dealing with academic questions; their extracurricular activities in which they are involved, including clubs, organizations, and jobs, their use of student services on campus; and their parents' education and income levels. The final page allows respondents to comment on other aspects of their experiences at SFSU not touched on in the questionnaire.

Data Collection

To gather data for this study, the researcher mailed the questionnaire, a cover letter, and a stamped, self-addressed envelope in Autumn, 1985 to 360 randomly selected sophomore college students from SFSU, with students from the six different ethnic groups targeted. The cover letter explained the importance of the study to the students. In an effort to increase the response rate, the researcher then sent three follow-up letters, and in some cases additional survey forms, to students who had not responded. An 80 percent response rate was achieved.

Report

Sale, Humberto. *Student Involvement and Educational Outcomes of College Students by Ethnicity*. Unpublished Master's Thesis, San Francisco State University, 1988.

The thesis contains a review of literature, a description of the methodology used in the study, the results of the survey, conclusions, and a copy of the survey instrument in the appendix.

Contact

Humberto Sale, Retention Research and Development Coordinator
Educational Equity Programs
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132
(415) 338-1647

Students' Perceptions About the Campus Social and Academic Climate

Issue

This study sought to explore retention issues at the University of California, Irvine (UCI) for students from historically underrepresented racial/ethnic backgrounds who are considered underrepresented for Student Affirmative Action (SAA) purposes (such as Native Americans, African-Americans and Latinos) versus students who are not considered underrepresented for SAA purposes (such as Whites and some Asians). The study examined outreach services, academic quality, campus support services, student problems, and student achievement and persistence.

Instrument

UCI's Retention Study Group created the six-part survey instrument. The first section asks students about their academic background through questions about such issues as high school preparation in reading, writing, and mathematics. The next section probes outreach factors and how students gain information about UCI from such sources as relatives, counselors, and college catalogs. The third section -- Motivational Factors -- probes the amount of time students study alone and with others. The fourth section -- Student Involvement -- asks students about extracurricular activities. The fifth section -- Student-University Fit -- probes academic advising, interactions with students from different racial/ethnic backgrounds, and overall satisfaction with academic and social life at UCI. The sixth and final section asks students questions about their backgrounds and attitudes, including their political affiliation.

Data Collection

Two ethnically stratified random samples of continuing undergraduate students who entered UCI in Fall 1985 and Fall 1986 participated in the survey administered in Spring 1987. In all, 1,696 students were sent surveys, and 770 (45.4 percent) returned them.

Report

Aaron, Melvin. *The Academic and Social Environment at UCI. Quality of Student Life Survey on Ethnic Differences and Similarities Regarding Perceptions about the UCI Undergraduate Experience*. Irvine: University of California, Irvine, December 1988.

The results, broken down into two categories -- students who are from historically underrepresented backgrounds and students who are not -- are described in detail in the report.

Contact

Robert Daly, Director
Analytical Studies, Administration 454
University of California, Irvine
Irvine, California 92717
(714) 856-6951

Campus Climate for Students from Underrepresented Groups

Issue

The Illinois Senate Committee on Higher Education's Subcommittee on Minority Concerns recommended that colleges and universities in Illinois conduct research on why people of color, people who are physically challenged, and women are not as well represented in colleges and universities as are other groups, and how participation of those underrepresented groups can be improved. This study was an attempt to address some of those concerns. Through it, researchers hoped to learn the relationship of participants' racial/ethnic backgrounds to (1) their demographic characteristics, and (2) their feelings about the academic and social campus climate in postsecondary education institutions in Illinois.

Instrument

The Center for Higher Education of Illinois State University created an "Undergraduate Student Inventory" for use by Illinois institutions as well as separate surveys for administrators, faculty members, graduate students, and institutional staff. The survey contains closed-ended questions in which respondents are asked to rate each statement using a 1-5 scale.

The Undergraduate Student Inventory is separated into seven sections:

The first asks respondents demographic questions about such subjects as their race/ethnicity, grade-point average, and educational goals.

The second section on institutional attractiveness for minority students asks respondents about such things as recruitment and admission programs for students of color, the reputation of the campus among students of color, and the location of the campus.

In the third section on racial climate, students circle the number closest to the adjective that describes their campus, such as cooperative versus competitive or liberal versus conservative.

The fourth section on social climate asks respondents about the level of trust that exists between students of color and White students, and about racial interaction and conflict.

The fifth section on academic climate probes mentor opportunities, involvement in professional activities, funds for ethnic/racial student organizations, low enrollment by students of color in professional/graduate schools, and racial/ethnic insensitivity in the classroom.

The final section, on faculty and classroom behavior, asks whether students of color are given individual help, treated indifferently, or given praise in class.

Data Collection

The population for this study was selected from six primarily White private universities and colleges in Illinois at which a random sample of undergraduate students completed the questionnaire. Students who were selected were asked, via letter, to report to a specific room on their respective campuses on a specified day and time in order to complete the survey. Those selected students who did not attend were sent letters by their schools explaining the study.

and survey forms to complete and mail back. A total of 546 students in all participated, for a response rate of 22.7 percent.

Report

Illinois State University, Center for Higher Education, Assessment of the Status of Minorities in Education, *Perception of Campus Racial Climate*. Normal, Illinois. Illinois State University, October 1989.

This report describes only the results of the "racial climate" portion of the Undergraduate Student Inventory.

Contact

Ira Neal, 506 Degarmo
Illinois State University
Normal, Illinois 61761-6901
(309) 438-2060

Perceptions of Black and White Students of Their Campus

Issue

The Southern Regional Education Board developed a survey instrument to sample the perceptions of Black and White Students of their campus

Instrument

The 77-item survey instrument is divided into the following categories: general information, college recruitment information, opinions, perceptions, and attitudes, and ways to recruit other African-American students. At the end of the survey, participants are able to write in additional issues that they think should have been addressed in the survey. Most of the questions on the survey have Lickert-type response options.

An Item Selection Review Committee made up of four people who either had experience working on an administrative level, or experience working with racial/ethnic issues, refined and selected the items to be included in the survey. The questions used in 1977 and 1978 were used, with slight revision, in the 1989 replication.

Data Collection

Two surveys that were conducted in 1977 and 1978 were replicated for the 1989 study, which added one institutions to the 20 predominantly White universities and 20 historically Black universities studied earlier. Four different groups were targeted to receive the survey: Black students who attend predominantly White institutions, Black students who attend historically Black institutions, White students who attend predominantly White institutions, and White students who attend historically Black institutions

Random samples from each participating institution -- totaling nearly 15,000 students -- were sent surveys, and 31 percent of those students responded. No follow-up mailings were sent.

Report

Abraham, Ansley, and Jacobs, Walter *Black and White Students' Perceptions of Their College Campuses* Atlanta, Georgia. Southern Regional Education Board, 1990.

The body of the report presents a detailed description of the findings.

Contact

Ansley Abraham and Walter Jacobs
Southern Regional Education Board
592 10th Street, N.W.
Atlanta, Georgia 30318
(404) 875-9211

The Educational Climate for Gay, Lesbian, and Bisexual Students

Issue

The intent of this survey at the University of California, Santa Cruz, (UCSC) was to determine how many gay, lesbian, and bisexual students attend UCSC, the level of tolerance for, or discrimination against them, the level of acceptance of staff, students, and faculty who are homosexual and bisexual, the level of knowledge students have about people who are homosexual or bisexual and about sexual orientation issues, the kinds of harassment suffered by gays, lesbians, and bisexuals, where that harassment occurs, how often it occurs, and the ways in which discrimination affects them.

Instrument

Researchers for this study developed two surveys: a general survey entitled "Survey on Gay, Lesbian, and Bisexual Issues" and "Select Survey on Gay, Lesbian, and Bisexual Issues."

The seven-page general survey is broken down into the following sections: demographic information; contact with gay, lesbian, or bisexual people at UCSC; knowledge and beliefs, the atmosphere at UCSC; your reaction to gay, lesbian, or bisexual people; your sexual orientation; information sources on gay, lesbian, and bisexual people; attitudes, opinions, and concerns; and a space for respondents to provide feedback to the researchers

The seven-page select survey includes the following sections. demographics; contact with gay, lesbian, or bisexual people at UCSC; your sexual orientation; religious values; sexual harassment on campus and off campus, sexual orientation issues at UCSC; the atmosphere at UCSC; your experiences; curriculum and campus services; and a space for respondents to make comments on the usefulness of the survey.

Most of the questions in both surveys utilize a five-point Likert scale for the response categories, but some questions are open-ended.

Data Collection

The general survey was sent to a random sample of 20 percent of the students at UCSC -- both graduate and undergraduate students -- along with a cover letter to them, encouraging their participation, and a postage-paid envelope in which to mail the completed survey

The second survey was completed by gay, lesbian, and bisexual students who either received it by mail or obtained it in person at the Student Activities Center, the Student Health Services Office, or the Student Services Office. (Names of potential respondents were also received through gay, lesbian, and bisexual student organizations and networks.) Again, along with the survey, students were given a cover letter which encouraged their participation and a postage-paid envelope in which to return their survey.

Report

Nelson, Randy and Baker, Harley *The Educational Climate for Gay, Lesbian, and Bisexual Students* Santa Cruz: University of California, Santa Cruz, Office of Analysis and Planning, February 1990.

The results of the two surveys are described in detail in the body of the report.

Contact

Randall Nelson, Director of Analysis, Planning and Budget
University of California, Santa Cruz, Hahn Hall, Room 241
Santa Cruz, California 95064
(408) 459-2446

Students' Perceptions of Campus Services

Issue

In order to garner students' feelings about and appraisal of the San Diego Community College District, researchers from the district's Research and Planning Office, the United Student Council, and the Master Plan Steering Committee undertook an "Educational Master Plan Student Survey" at the district's colleges and continuing education sites.

Instrument

The four-page, 68-question survey instrument asks students to rate their training and education, quality of instruction, counseling, and administration by giving those areas a grade of A (excellent), B (above average), C (average), D (below average), and E (no opinion). Students are given the opportunity to write comments following their responses to that series of questions. Next, the survey asks students to grade, in the same way, the services of certain groups of employees, such as clerical staff and cooks; the appearance of the campus, including the cafeteria and restrooms; student services like financial aid and child care; and their awareness of student government. Other questions probe students' reasons for enrolling in college, the number of units they are carrying, their preferred schedule for attending classes, the most important strength and weakness of the student services on campus, and a number of multiple-choice questions about their background, including age, ethnicity/race, and income. The questionnaire contains 61 multiple-choice or closed-ended questions and seven open-ended questions. Respondents enter their answers onto scantron type forms.

Data Collection

In 1989, the district randomly selected 250 classes, including both continuing education and college classes, to participate in the survey. Two-hundred and twenty-one of the selected classes actually participated. A total of 3,400 completed survey forms were returned.

Report

San Diego Community College District, Research and Planning Division *Educational Master Plan Student Survey: Perceptions of the San Diego Community College District, 1989* San Diego: San Diego Community College District, 1989.

The responses to each question are described and portrayed graphically in the report.

Contact

William B. Armstrong, Coordinator of Institutional Research
San Diego Community College District, Research and Planning Office, Room 116
3375 Camino del Rio South
San Diego, California 92108
(619) 584-6941

Needs of Reentry Students

Issue

Modesto Junior College conducted this survey to better define its student population in its reentry program -- the "Gender Equality/Single Parent/Homemaker Program" -- and to gather information about the needs of these students in order to enhance the services offered to them.

Instrument

A six-page, 22-item survey form was developed with input from faculty members and students. It begins by requesting respondents to write their names, social security numbers, and addresses. It then asks respondents demographic questions such as their age, ethnicity/race, and marital status. It next probes their educational status, educational goals, current employment status, and sources of income. It asks if they have experienced personal problems as a result of enrolling or reenrolling in college and how urgent or pressing those problems are. It inquires about the familiarity respondents have with the services offered on campus and the importance of those services to them. Finally, it asks if they would attend workshops on a variety of listed topics if such workshops were offered and which of the listed workshops they would find most important. Participants are given the opportunity to write in additional comments in the space provided at the end of the survey.

Data Collection

Researchers administered the questionnaire to a selected group of reentry students and to students in six classes: one Orientation for Reentry Adults class (Guidance 116) and five Study Skills 40 classes. Researchers selected these classes because they believed them to have large populations of reentry students. A total of 154 people responded.

Report

Greenwood, Mary Ann. *Survey of Reentry Students: Fall 1987, Modesto Junior College*. Modesto, California: Yosemite Community College District. Fall 1987.

The results and written-in comments are outlined in the report.

Contact

Dr. Robin Richards, Director of Research
Yosemite Community College District
435 College Avenue
Modesto, California 95350-9977
(209) 575-6519

Identifying Students in Danger of Dropping Out

Issue

The Noel/Levitz Centers for Institutional Effectiveness and Innovation Inc., of Coralville, Iowa, offer colleges and universities an “early alert system” entitled the “Retention Management System” to help alert counselors, faculty, and administrators of students who may be in danger of dropping out, have trouble academically, or be prone to academic stress, and to identify students’ academic motivation levels and their willingness to seek help from their institution. According to Noel/Levitz, in order for students to remain in college, they must receive good advising on campus, and in order for counselors to provide sound advice, they must know not only about the institution’s resources, but also about the students and their needs

System Components

The Retention Management System consists of four components. The first is a 194-question survey instrument for students called the “College Student Inventory” (CSI). This instrument asks students a number of demographic questions that deal with their families, their high school education, their grade-point average, and their current living situation, among other facts. The next section is aimed at learning about students’ attitudes towards college. This section asks students to rate statements on a 1 to 7 scale, where a score of 1 indicates “not true at all” and a score of 7 indicates “completely true.” The final section of the survey asks students to rate their level of satisfaction with various aspects of the college campus, again on a 1 to 7 scale with a response of 1 for “very dissatisfied” and a response of 7 for “very satisfied ”

The second and third components of the system consist of the findings from the college student inventory. These findings are prepared into two reports: the “RMS Student Report” and the “RMS Advisor Report.” The Student Report interprets the results and offers specific recommendations. The Advisor Report is similar to the Student Report except that it rates the potential of students dropping out according to the “early alert” indicators in the Inventory.

Finally, the RMS offers campus administrators the “RMS College Summary and Planning Report,” which lists the special needs of each student who participated in the CSI and an overall summary of the results for all of the students.

Retention Management System packages can be ordered for a fee through the Noel/Levitz Centers for Institutional Effectiveness and Innovation, Inc. (No report is available.)

Contact

Patrice Noel, Vice President, Programs and Services
Noel/Levitz Centers for Institutional Effectiveness and Innovation, Inc
902 East Second Avenue
Coralville, Iowa 52241
(319) 337-4700

Satisfaction with Financial Aid

Issue

The purpose of this survey was to determine the level of satisfaction experienced by students who utilize the services of the Financial Aid Office at Humboldt State University

Instrument

The 20 item, two-page survey form was divided into six sections: procedural aspects, informational aspects, accessibility of the financial aid staff, interpersonal staff/student relationship, overall, and demographic data. The questions were closed-ended and students were to select closed-ended responses from the following response options. strongly agree, agree, neutral, disagree, strongly disagree, and not applicable. At the end of the survey form, respondents had the opportunity to write-in additional comments.

Data Collection

In the Spring of 1989, 70 financial aid recipients who received more than just a Guaranteed Student Loan from the Humboldt State University Financial Aid Office were sent surveys. The students targeted by this survey were people who frequently utilize the services of the Office. Of those, 370 students (52 percent) returned the completed survey. Seventy-eight percent of them had at least four in-person or telephone contacts with the Office within the 1988-89 year.

Researchers offered to respond to students' comments if the students included their names and telephone numbers at the end of their surveys.

Report

Office of the Vice President for Student Affairs, Humboldt State University. *Financial Aid Satisfaction Survey*. Arcata, California: Humboldt State University, 1989

Overall, the results of the survey indicated that the respondents were very satisfied with the financial aid office.

Contact

Dr. Reese Hughes, Office of the Vice President for Student Affairs
Humboldt State University
Arcata, California 95521
(707) 826-3361

Satisfaction with Residence Halls

Issue

Humboldt State University staff administered this survey in order to learn students' feelings about on-campus housing and to discover ways in which campus administrators could improve on-campus housing in the future.

Instrument

During the 1988-89 academic year, staff members at Humboldt State University administered the three-page, 50-question Residence Hall Satisfaction survey to all students living in on-campus housing. 1988-89 represented the third year in which this survey was used. A one-page instruction sheet was attached to the questionnaire. Students were to complete the survey on scantron forms, using a Number 2 pencil. The questions addressed a variety of areas of residence hall life, such as cleanliness of the halls and eating areas, the quality of the food served in the dining commons, the noise level, the social atmosphere, the helpfulness of the residence hall advisors, pressure to use alcohol and drugs, satisfaction with campus activities, and the adequacy of the laundry facilities. Respondents were encouraged to write additional comments at the end of the survey form. The questions were all closed-ended with Lickert-type response options of strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

Results

The results for 1988-89 indicate that African-American students were less satisfied with on-campus housing and social life in the residence halls than White students. In addition, African-American students more often than White students found their residence hall advisors to be an important contact, and they believed that the information they were sent about on-campus housing was more accurate than did Whites. These results should be viewed with caution, however, since the actual number of African-American respondents was small. Other questions did not illicit as much difference in terms of the race/ethnicity of the respondents.

Report

Student Affairs. "1988-89 Residence Hall Satisfaction Survey -- Ethnic Responses." Arcata, California: Humboldt State University, 1989.

Contact

John Capaccio, Director Residential Services
Jolly Giant Commons
Humboldt State University
Arcata, California 95521
(707) 826-5515

Student Perceptions of Student Services

Issue

In 1987-88, the Student Affairs Information and Research Office (SAIRO) at the University of California, Los Angeles (UCLA), conducted a large student assessment project in order to learn more about UCLA's current students so as to better plan for its future students.

Instrument

The project consisted of two parts: interviews of students, which were qualitative in nature, and surveys, which were quantitative.

Surveys were designed by SAIRO in conjunction with other departments on campus and were devised primarily as a result of the interviews that were conducted in the first phase of the study.

The survey instruments consist of six sections:

The first asks students demographic questions about themselves.

The second asks them their feelings about the UCLA campus as a community.

The third questions them about the problems they encounter on campus.

The fourth asks them to rate their feelings about educational issues and policies.

The fifth asks them to rate their level of involvement in campus activities.

The sixth asks them how frequently, if ever, they use campus support services and their level of satisfaction with those services.

Most of the questions are closed-ended, but a few are open-ended.

Data Collection

The undergraduate survey was mailed to 6,000 UCLA undergraduates, of whom 2,681 returned it within the deadline, making the response rate for undergraduates 45 percent. The graduate student survey was mailed to 2,854 students, of whom 1,422 (49.8 percent) completed and returned it. The graduate student respondents were similar to UCLA's undergraduate population as a whole, but because graduate students from non-dominant ethnic groups were underrepresented, the graduate student survey sample was statistically adjusted to account for the underrepresentation.

Following the initial mailing, a follow-up mailing was sent to encourage participation. In another effort to increase the response rate, a drawing was held in which cash prizes were given to three participants.

Reports

Jacobi, Maryann. Student Affairs Information and Research Office. *Student Services Assessment. Report on Undergraduate Student Problems*. Los Angeles: University of California, Los Angeles, Fall 1989.

-- *Student Services Assessment: Report on Graduate Student Problems*, Los Angeles: University of California, Los Angeles. Winter 1990.

-- *Student Services Assessment: Report on the Quality of Campus Life for Lesbian, Gay, and Bisexual Students*. Los Angeles. University of California, Los Angeles, Winter 1990

--. *Student Services Assessment: Report on UCLA as a Community (Undergraduate Sample)*. Los Angeles: University of California, Los Angeles, Winter 1990.

--. *Student Services Assessment: Report on UCLA as a Community (Graduate Student Sample)*. Los Angeles: University of California, Los Angeles, Summer 1990.

--. *The Freshman Year Experience in the College of Letters and Science: Results of a Student Survey*. Los Angeles. University of California, Los Angeles, August 8, 1990.

These reports present the results from the surveys in terms of undergraduate and graduate students' problems and feelings of community on campus, the quality of campus life for gay, lesbian, and bisexual students, and the freshman year experience in UCLA's College of Arts and Science.

Contact

Jim Henson, Student Affairs Information and Research Office
1292 PCPC Building, Room 1172
University of California, Los Angeles
405 Hilgard
Los Angeles, California 90024
(213) 206-8470

Use and Effectiveness of Student Services

Issue

In 1985, Mt. San Antonio College sought to determine how much information its students had about student services offered on campus and how easy or difficult those services were for students to use. In 1986, it asked students to rate service units according to their effectiveness.

Instrument

The 20-question, closed-ended Student Services Questionnaire used for the 1985 study asks students if they need help with or information on a variety of student services offered on campus: financial aid, job opportunities, health services, housing, veterans' benefits/services, scholarships, athletics, clubs, activities, credit by examination, child care, and short-term classes. In addition, it asks students if they need help with the following: how to use the library, deciding on a career, choosing a major, selecting the right courses, any handicap, understanding test scores, reducing test anxiety, going back to college, resolving personal problems, and dealing with drug or alcohol problems. Respondents were given four possible response options ranging from yes to no: definite yes, probable yes, probable no, or definite no, as well as the opportunity to write additional comments.

The 1986 study asks students which campus services they use and how they would rate those services by giving them a grade of A through D or no response. The services probed were Admissions, Assessment Center, Career Counseling, Child Care, Educational Advisement, Educational Opportunity Programs and Services, Financial Aid, Handicapped Student Services, Health Services, Job Placement, Learning Resources, Library, Reentry Center, Student Affairs, Transfer Center, and Veterans Services. Respondents were also given the opportunity to write in additional comments.

Data Collection

In 1985, a total of 1,500 survey forms were passed out to new and new-returning students, with 950 usable forms returned. In addition, 2,280 survey forms were distributed to continuing students, with 1,980 completed forms returned.

During Fall 1986, questionnaires were distributed to continuing students during the registration period of August 14 to August 25 between 1:00 p.m. and 4:30 p.m. and between 5:30 p.m. and 8:00 p.m., with 832 completed forms returned.

Reports

Institutional Research Office *Mt. San Antonio College Student Survey: Fall 1985*. Walnut, California: Mt. San Antonio Community College District, 1985.

-- *Mt. San Antonio College Student Services Survey: Fall 1986*. Walnut, California: Mt. San Antonio Community College District, 1986.

These reports discuss the responses by respondents' unit loads -- more than 12 units, or less than 12 units -- and by primary hours of attendance -- 7:00 a.m. to 1:00 p.m., 1:00 p.m. to 5:00 p.m.; and 5:00 p.m. to 10:00 p.m.

Contact

Barbara Ann Hall, Director, Institutional Research
Mt. San Antonio Community College District
1100 North Grand Avenue
Walnut, California 91789
(714) 594-5611, Extension 4259

Experiences of Community College Students

Issue

The goal of the Community College Student Experiences Questionnaire of the Center for the Study of Evaluation, University of California, Los Angeles, is to determine how community college students occupy their time and to provide this information to community college faculty and administrators so they can tailor programs to the needs and interests of students.

Instrument

The survey instrument, which has been used by many community colleges throughout the United States, consists of five basic categories: demographic information, college programs, college courses, college activities, and estimate of gains

In the demographic section, the survey aims to garner background information such as age, job status, native language, sex, course load, and ethnicity of the respondents. The next section on college programs asks respondents which classes and how many classes they are taking or have taken in specific areas, their majors, and their educational goals. The college activities portion is broken down into the following sub-categories: course activities, library activities; faculty; student acquaintances; art; music; and theater activities; writing activities; science activities; vocational skills; clubs and organizations; counseling and career planning; athletic activities; learning and study skills; and a final section that taps respondents' feelings about areas in which they may have improved as a result of their college experiences, such as helping them develop career goals, improve their writing, or learn foreign languages.

Data Collection

The authors of the survey suggest that surveys be distributed to a random sample of college classes. Detailed advice on how to administer the survey forms is sent along with the forms, which can be purchased through the UCLA Center for the Study of Evaluation.

References

Friedlander, Jack; Pace, C Robert; and Lehman, Penny W *Community College Student Experiences Questionnaire* Los Angeles: Center for the Study of Evaluation, University of California, Los Angeles, 1990

The completed surveys are processed for a fee by National Computer Systems, and the results are mailed back to participating campuses.

Contact

Susan Swayze, Center for the Study of Evaluation, 145 Moor Hall, 405 Hilgard
University of California, Los Angeles
Los Angeles, California 90024-1522
(310) 206-1502

Student Perceptions of College Programs and Services

Issue

This study sought to determine the perceptions of Solano Community College students about its academic programs and student support services.

Instrument

The five-page, 53-item 1988 Student Survey instrument asks students demographic information such as their age and sex; asks them a variety of multiple-choice questions about such things as their unit load, preferred time to take classes, and level of education; asks them to rate their level of agreement with a variety of statements regarding campus services and programs such as financial aid, counseling services, and the computer laboratory; asks them to indicate their impression (positive, negative, neutral, or not a source of information) of various aspects of the campus such as faculty and staff, newspaper articles/advertisements, the Solano College Schedule of Classes, and the Solano College Catalog; and asks them to rate their level of agreement regarding how well a variety of adjectives such as "friendly," "expensive," "urban," and "exciting" describe the college. Respondents are given the opportunity to write in additional comments at the end of the survey.

Data Collection

Researchers distributed surveys to students in 69 classes on campus that represented a cross-section of disciplines and time slots in order to get a fairly representative sample of students. A total of 1,138 students responded to the surveys on scantron-type forms, and the results were then tabulated by computer.

Report

Fisher, Gerry; Claffey, Jim, and March, Kris 1988 *Student Survey* Suisun, California: Solano Community College, 1988

The results are explained in detail in the body of the report

Contact

Gerry Fisher, Admissions and Records
Solano Community College
4000 Suisun Valley Road
Suisun, California 94585
(707) 864-7171

Reasons for Student Attrition

Issue and Data Collection

Each student who withdraws from Scripps College is asked to complete a questionnaire entitled "Withdrawing Student Survey" and to participate in an interview with the dean of students. The information garnered from the survey, interview, and student records are compiled into annual attrition reports and used for future policy and planning decisions.

Instrument

The questionnaire probes the following areas: desire to attend a coeducational college or university; friends at other institutions; location, image, and size of Scripps College; the community; lack of social contact; indifference of the student body, expensive fees and tuition, and major/minor. Students who intend to enroll in another institution are asked which school they plan to attend.

Data Collection

For the 1987-88 academic year, 39 (62 percent) of the 63 students who withdrew from Scripps completed the questionnaire.

Report

Sasse, Sharon. *1987-88 Attrition Report*. Claremont, California: Scripps College, November 15, 1988.

The first part of the report examines background data on all 63 nonreturning students, including class standing, major, academic unit load, ethnicity/race, and grade-point average. Aside from listing the results of the 1987-88 survey, these data are compared with those from past years' attrition studies.

Contact

Brenda Barham Hill, Vice President for Planning and Research
Scripps College
1030 North Columbia Avenue
Claremont, California 91711
(714) 621-8224

Satisfaction of Graduating Seniors

Issue

Scripps College distributed its Survey of Senior Satisfaction to all seniors graduating in 1987 and 1988 to determine their level of satisfaction with the college

Instrument

The survey asks respondents to rate seven institutional objectives in terms of how important those objectives are to them, on a scale of one to four, with 1 being "very important" and 4 being "not important," and how well they believe the college fulfills those objectives by rating their satisfaction with the institutional objectives on a one-to-five scale, with a response of 1 being "very satisfied" and a response of 5 being "very dissatisfied." The seven institutional objectives of the college are these: (1) Taking Courses in Women's Studies; (2) Having Information on Women Integrated into Existing Courses; (3) Developing Friendships among Women, (4) Becoming Involved in Leadership Positions; (5) Becoming More Aware of Women's Roles; (6) Heightening of Career Objectives and Goals, and (7) Giving Attention to Women's Opportunities and Problems in Planning Careers

In addition, the respondents are asked to rate Scripps overall, signify whether they would select it again, indicate whether the fact that the college is a women's college is a positive factor; rate their level of satisfaction with other campus factors such as class size, courses offered, science facilities, financial aid, and the senior thesis project, and describe their educational and career plans

Data Collection

In 1987, 81 percent of the seniors responded, while in 1988 71 percent did so.

Report

Sasse, Sharon. "Results of the 1987 Senior Satisfaction Survey" Claremont, California: Scripps College, May 1, 1988

-- "Results of the 1988 Senior Satisfaction Survey" Claremont, California: Scripps College, July 18, 1988.

The reports compare responses to the seven objectives with responses from past years.

Contact

Brenda Barham Hill, Vice President for Planning and Research
Scripps College
1030 North Columbia Avenue
Claremont, California 91711
(714) 621-8224

Plans of College Seniors After Graduation

Issue

In 1982, researchers from the University of California, Santa Cruz, surveyed graduating seniors in order to learn their plans for the future.

Instrument

The one-page survey instrument is broken down into six sections: information, plans, employment, education, other, and looking back. The information section asks participants demographic information such as their sex and ethnicity. The plans section asks whether they intend to work, go to graduate school, or pursue another option. Seniors who indicate that they intend to get a job are asked to complete the employment section, which asks the type of job they are seeking, whether they have already obtained a job, whether they intended to pursue graduate school at a later point in time, and whether they had applied to graduate school for the 1982-83 school year. Seniors who indicate an intention to pursue graduate school are asked to complete the education section, asking which school they will attend, which schools they applied to and the outcome of those applications, and their eventual educational objectives. Seniors who have plans other than to get a job or go to graduate school immediately following college are asked to complete the "other" section, which asks them to describe their plans for the coming academic year, whether they ever intend to go to graduate school, and whether they have applied to graduate school for the coming academic year. Finally, in the section entitled "looking back," participants are asked to rank up to three people (from a list) who gave them the most worthwhile academic advice while they were at UCSC.

Data Collection

Students who petitioned for graduation were sent questionnaires. Those who did not respond to the first mailing were sent a second copy of the survey along with their diplomas. They were asked to return the completed questionnaire to any college office. Researchers received 517 completed surveys for a total response rate of 68 percent.

Report

University of California, Santa Cruz. *Surveys of Seniors Graduating from UC Santa Cruz in June 1982*. Santa Cruz. Office of Finance and Planning, UCSC, June 1983.

The compiled results are outlined in the report.

Contact

Randall Nelson, Director of Analysis, Planning and Budget
University of California, Santa Cruz, Hahn Hall, Room 241
Santa Cruz, California 95064
(408) 459-2446

SURVEYS OF FORMER STUDENTS

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Activities and Satisfaction of Recent Graduates

Issue

In 1974, researchers at the University of California, Santa Cruz, (UCSC) sought to learn the following facts: (1) what 1974 graduates were doing six months after graduation, (2) what their goals were for the future, and (3) how they felt about their experiences at UCSC.

Instrument

Specific questions asked in the survey included whether the respondents are enrolled or intended to enroll in graduate school and, if so, in what field, at what school, and toward what ends, how well they believe that UCSC prepared them for graduate school, whether UCSC's pass/fail grading system affected whether they were accepted or not accepted to graduate schools, whether they preferred the pass/fail system to an A-F grading system, the importance of friendships, values, and academics to them, aspects of their college experiences from which they benefited and those that needed improvement, demographic characteristics their majors at UCSC, the relationship between their majors and their career goals, their enrollment patterns while at UCSC, and their level of satisfaction with UCSC.

The survey instrument contained some questions that asked graduates to mark their answers on a seven-point scale, as well as open-ended, closed-ended, and fill-in-the-blank questions.

Data Collection

In December 1974 and February 1975, researchers distributed 759 survey forms to Spring and Summer 1974 graduates.

The survey form was mailed along with diplomas to those graduates who had not picked up their diplomas, and mailed separately to students who had picked up their diplomas. Stamped, self-addressed envelopes were included in both mailings. Surveys were numbered and students who did not respond within a certain amount of time were sent first a follow-up postcard reminding them to complete their surveys, and then a follow-up letter, along with another copy of the survey and a stamped, self-addressed envelope, to encourage their participation.

A total of 498 surveys were completed and sent back. According to the authors, the survey participants were fairly representative of the UCSC population as a whole.

Report

University of California, Santa Cruz, "*Dream Better Dreams . . .* " *A Survey of and Comments by 1974 UCSC Graduates*. Santa Cruz: Office of Planning and Analysis, UCSC, March 1977

The findings are explained in detail in the body of the report

Contact

Randall Nelson, Director of Analysis, Planning and Budget,
University of California, Santa Cruz, Hahn Hall, Room 241
Santa Cruz, California 95064
(408) 459-2446

Attitudes and Activities of Recent Graduates

Issue

In 1984, the Office of Finance and Planning at the University of California, Santa Cruz, conducted a survey of recent graduates with a four-fold purpose: (1) to determine what UCSC graduates planned to do during their first year after graduation; (2) to learn the opinions of UCSC graduates about the faculty, staff, and departments at UCSC, (3) to determine which aspects of the UCSC campus needed changing and which did not; and (4) to learn which intellectual pursuits were important to students and in which of those areas students experienced intellectual growth while at UCSC

Instrument

The three-page survey form asked participants demographic questions and then asked them in a series of closed-ended questions to assess the undergraduate programs at UCSC, their interaction with faculty and staff, and their academic skills and abilities. They were asked to rate their current opinions versus their expectations for each item, and to rate the importance of each item to them. The form then posed a number of open-ended and fill-in-the-blank questions asking them what they would like to see remain the same at UCSC and what they would like to see changed. Additionally, it asked respondents to describe both outstanding and poor faculty members, staff persons, departments, boards, and programs. Finally, it asked them what they intended to do during their first year after graduation.

Data Collection

Surveys and letters were sent along with diplomas to 756 students who graduated from UCSC in June 1984. A follow-up letter encouraging participation was mailed in November. A total of 455 surveys were received. The developers of the study caution that graduates who responded could have had more positive feelings about UCSC than those who did not respond. Hence, they compared the participants' demographic characteristics to those of the entire June 1984 graduating class and learned that the two groups were very similar.

Report

University of California, Santa Cruz. *Survey of June 1984 Graduates, UC Santa Cruz*. Santa Cruz: Office of Finance and Planning, UCSC, November 1985.

Contact

Randall Nelson, Director of Analysis, Planning and Budget
University of California, Santa Cruz, Hahn Hall, Room 241
Santa Cruz, California 95064
(408) 459-2446

Recent Graduates' Level of Satisfaction With College

Issue

Every other year, researchers at the University of California, Santa Cruz, survey undergraduate students after they graduate to determine how those students rate their experiences at the university

Instrument

The eight-page survey is divided into ten major sub-sections. More specifically, the survey probes students' academic backgrounds and educational plans and objectives by asking students a series of closed-ended and fill-in-the-blank questions. Respondents are also asked a number of questions dealing with their employment status and occupations. The sections entitled "Your Undergraduate Education" and "UC Santa Cruz's Contribution to Your Intellectual Growth" ask students to rate a series of questions according to their level of satisfaction and the importance of certain aspects of their undergraduate education, using a 1 - 5 scale.

Student attitudes and opinions about the Santa Cruz campus are also probed using a 1-5 scale. Students are asked to rate their feelings about their preparation level in terms of acquired abilities and skills, and the importance of those abilities and skills to them, using a Not Applicable and 1-4 response scale.

Aside from closed-ended questions, respondents complete open-ended questions about obstacles they encountered in earning their degree and comment about what they would like to see remain the same or changed about UCSC, and their reasons for recommending or not recommending the campus to potential UCSC students. Students are also asked some demographic questions.

Data Collection

The survey was sent, along with a cover letter encouraging participation, to 1988 graduates in December of 1988. In all, 319 people (37 percent) completed and returned the surveys.

Report

Baker, Harley, and Nelson, Randy. *Survey of Spring 1988 Graduates*. Santa Cruz: Analysis and Planning Office, University of California, Santa Cruz, February 1990.

The results are described in the body of the report.

Contact

Randall Nelson, Director of Analysis, Analysis and Planning
University of California, Santa Cruz, Hahn Hall, Room 241
Santa Cruz, California 95064
(408) 459-2446

Activities and Attitudes of Recent Nursing Students

Issue

Nursing students who graduated with a Bachelor of Science or Master of Science degree from the University of California, San Francisco (UCSF) in 1987-88 were surveyed for this study in order to evaluate the various aspects and quality of the nursing program to enable the administrators and faculty to improve the program for other students

Instrument

The four-page questionnaire asks respondents about their background, departmental affiliation, area of specialization, further educational goals, current employment status, job responsibilities, and their evaluation and rating of the program.

Data Collection

The survey instrument, created in 1985-86, is administered annually. For 1987-88, all 225 nursing school graduates were sent surveys. In an attempt to maximize the response rate, each person was sent a follow-up survey one month later. The questionnaire was to be completed on scantron-type forms. A 72 percent response rate (adjusted for surveys that were undeliverable) was achieved.

Report

Chambers, Donald B. and Holzemer, William L. "Survey of BS and MS Graduates, 1987-1988: School of Nursing, University of California, San Francisco" *Program Research Report 48*. San Francisco, California: University of California, San Francisco, June 1989.

The results are explained briefly in the body of the report

Contact

Office of Research
University of California, San Francisco
Third Avenue and Parnassus
San Francisco, California 94143
(415) 476-2626

Intentions, Opinions, and Activities of Recent Graduates

Issue

The purpose of this study was for the University of California, Davis, to learn three things about the students who graduated in June 1987 with undergraduate degrees. (1) their intention to pursue or not to pursue graduate programs, (2) their opinions about UCD, their major, and their former faculty members, and (3) their chosen career path and current salary range

Instrument

The four-page survey instrument asks respondents demographic questions such as their sex, race/ethnicity, and undergraduate major. In addition, they are asked to indicate whether they are continuing with their education and, if so, in what field, and how well they think their undergraduate programs prepared them for post-graduate endeavors. Alumni in the work force are asked about their jobs, salaries, and the correlation between their undergraduate major and their current job. Furthermore, respondents are queried about their interaction with faculty, their satisfaction with instruction, the helpfulness of the faculty within their major, their satisfaction with various aspects of school such as student services and instruction by teaching assistants, and avenues they might pursue differently if they had the opportunity to do it again, such as change majors or, choose another school.

Data Collection

In February 1987, a total of 1,751 former students were asked to complete the survey form. Of those, 1,145 (65 percent) actually completed and mailed back the form. Two follow-up mailings were sent after the first mailing -- one two weeks after the mailing and another a month after. Although the students who responded to the questionnaire were very nearly a representative sample of the entire June 1987 undergraduate class, the researchers caution readers from making general inferences about the entire 1987 class based on the findings in the study.

Report

University of California, Davis, Student Affairs Research and Information Office "June 1987 Graduates of UC Davis. Their Postgraduate Studies, Occupations, and Impressions." *Research Synopsis No. 23*. Davis: University of California, Davis, September 1988.

The results are explained in detail in the body of the research synopsis.

Contact

Student Affairs Research and Information Office, 121 South Hall
University of California, Davis
Davis, California 95616
(916) 752-2000

Employment Status of Recent Graduates

Issue

Every two years, the California State University surveys recent graduates to determine their employment status. The federal Department of Education requires that the system collect this information in order for its students to remain eligible for The Guaranteed Student Loan Program (known as Stafford Loans)

Instrument

The researchers obtain information on the demographic characteristics of graduates, their employment status, salaries, career goals, and majors through a one-page, ten-question survey form, the "Graduate Employment Student Survey" containing closed-ended and fill-in-the-blank questions only.

The survey asks respondents if they are employed and, if so, in what kind of jobs, by what type of company or agency, and at what salaries. It probes the level of education required for the respondents' current positions, asks respondents if, when selecting a major, they anticipated pursuing careers related to that major, if their major in college relates to their job, and if their job is related to their career aspiration. It asks about the factors that contributed to their obtaining their current position and whether they were working in their current job prior to graduation. The only new question asked in the 1986 survey is a question about job location.

Data Collection

The surveys were distributed by each California State University campus, which had the option of asking additional questions on the back side of the survey, but was discouraged from asking more questions than would fit on that side of the questionnaire. Cover letters, unique to each campus, were sent along with the questionnaire. Each campus paid for the cost of administering the surveys to its alumni, and the compiled data were sent to the designated CSU systemwide division for evaluation

The 1986 Graduate Employment Student Survey was sent in October 1986 to 26,225 students who graduated with a bachelor's or master's degree in Spring 1986 from a California State University campus. A response rate of 44.5 percent (N=11,670) was achieved. Students who did not respond to the initial request were sent a follow-up form in December 1986 to encourage their participation

Report

The California State University *Survey of Spring 1986 Graduates* Long Beach: Division of Analytic Studies, Office of the Chancellor, The California State University, July 1988

The results of the survey, as well as comparisons between previous results and the 1986 results, are contained in the report

Contact

**George Corbett
Office of the Chancellor
The California State University
400 Golden Shore
Long Beach, California 90802
(310) 985-2533**

Job Placement and Residency Status of Ph.D. Graduates

Issue

The University of California, Irvine, conducted this survey to answer questions raised by the Office of the President, the State Legislature, and campus planners about the employment status of Ph.D. graduates and the current residency status of former students who were from foreign countries.

Instrument

Researchers in the Analytic Studies Office prepared a 10-item survey instrument to address those questions. The questionnaire was entirely multiple choice and asked respondents the program from which they received their degree, the year their Ph.D degree was conferred, their current citizenship status, their citizenship status when first enrolling into the Ph.D. program, their employment status, employer, current position, usefulness of the Ph.D in terms of their career, and goals for further education.

Data Collection

Survey forms, with cover letters, were mailed to 224 former Ph D graduates from the years 1975-76, 1980-81, and 1985-86. A follow-up mailing was sent to non-respondents and respondents whose first mailing was returned with an address correction. For those who did not respond after the second mailing, contact was attempted by telephone.

A 77.2 percent response rate was achieved, and 57.1 percent of those who received Ph.D degrees from UCI in the years examined responded to the survey.

Report

Richman, Marie L. *Survey of Ph.D Graduates: 1975-76, 1980-81, and 1985-86* Irvine, California: University of California, Irvine, June 1, 1988

The results of the survey are described and displayed graphically in the body of the report.

Contact

Marie L. Richman, Analytic Studies Office, Administration 454
University of California, Irvine
Irvine, California 92717
(714) 856-7151

Reasons for Dropping Out

Issue

In April 1984, 1985, and 1986, American River College students who had been enrolled as full-time, first-time freshmen but who had dropped out prior to completing 60 units during the three-year time period, were surveyed.

Instrument and Data Collection

During the first year of the study, telephone interviews were conducted with the non-returning students. However, during the next two years of the study, when interviews were not feasible, questionnaires were mailed to non-returning students.

Research students at the colleges conducted the "semi-structured" interviews after conducting practice interviews in class. Each student attempted to interview between 15 and 30 non-returning students. For the interviews, interviewees began by telling the non-returning students about the study and asked if they could interview them about their experiences at the college and their reasons for not re-enrolling at the college. The questions probed the non-returning students' educational objectives, academic majors, primary and secondary reasons for not re-enrolling, the quality of the college, and demographic questions like their gender and ethnicity/race. The interview listed response options from which the respondents could select the most appropriate response or provide a response more appropriate for his/her situation. The responses were then numerically coded by the interviewees.

The same questions were asked in a combined closed-ended and open-ended four-page, 11-item survey instrument, which was mailed to non-returning students unable to be interviewed, along with a cover letter encouraging their participation and a pre-addressed envelope.

In all, questionnaires were returned from, or interviews were conducted with 966 non-returning students (47.5 percent).

Report

Rasor, Richard, Westre, Barbara; Aubin, Judy; and others. *Retention of Full-Time, First-Year Students at American River College and Los Rios District. A Longitudinal Perspective*. Sacramento: American River College, 1987.

The results from the surveys and interviews are described in the body of the report.

Contact

Richard A. Rasor, American River College
4700 College Oak Drive
Sacramento, California 95841
(916) 484-8166

Reasons for Not Returning

Issue

The purpose of this survey was to determine why students at the California State University, Long Beach, who were enrolled in Fall 1981 semester and eligible for the Spring 1982 semester did not re-enroll. More specifically, the survey probed students' educational goals and objectives, the factors that contributed to their decision not to re-enroll, the level of satisfaction they felt with the campus, and if their grade-point average influenced their decision.

Instrument

The survey instrument, created by the American College Testing Program, contains both demographic questions and 48 questions pertaining to students' reasons for not re-enrolling. Researchers at California State University, Long Beach, added additional questions asking students about their educational plans and their opinions about various aspects of the campus and campus services. The statements regarding why students did not re-enroll at Long Beach included such things as conflict between demands of job and college, high tuition/fees, family obligations, and commuting distance.

Respondents answered the questionnaires on scantron-type forms, so that the results are machine readable. Although the surveys were confidential, each survey form was assigned a code number so that it could be compared with the social security number of the responding student and information in students' State University files could be combined with their responses to the questionnaires.

Data Collection

Surveys and cover letters signed by the president of the University were mailed in the Spring of 1982. Pre-addressed, stamped envelopes were included. Of the surveys mailed, 909 completed and usable surveys were returned for a 25.2 percent response rate. No follow-up mailings were sent.

Report

Remley, Michael. *Survey Results of Nonreturning Students Spring 1982*. Long Beach: California State University, Long Beach, July 1983.

Contact

Don Coan, Institutional Research
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840
(310) 985-8356

Retention of Historically Underrepresented Ethnic/Racial Groups

Issue

The goal of this survey was to determine the reasons behind why some San Diego State University students from historically underrepresented ethnic backgrounds complete their college education and others do not. The author approached the study by looking at what is wrong with the institution, not what is wrong with the students from underrepresented groups.

Instrument

In order to determine the salient issues to be included in the survey, the researcher conducted brainstorming sessions with the EOP and SAA staff at the University

The 55-item survey instrument asked respondents about a wide variety of topics. For example, participants were asked questions about their families such as their parents' income, their parents' educational level, and the number of siblings in their family who have attended college. Furthermore, respondents were asked about the emotional support they received in their quest for a college education such as the level of encouragement they received from counselors, teachers, parents, and friends, their role models, and the factors that influenced their success in college. Respondents were also asked whether they experienced racial or sexual discrimination on campus and about the treatment of men versus women and people of color versus Whites at SDSU. In terms of the academic realm of SDSU, participants were asked a number of questions including their major, whether they received tutoring, their educational objectives, and their career goals. Demographic questions dealing with the age, sex, and ethnicity, among other things, were asked as well.

In terms of response categories, participants were asked to check the appropriate answer, fill in the blank, and write comments where applicable.

Respondents were asked to write their name, address, and telephone number in a space provided if they were interested in being interviewed in person or by telephone regarding the contents of the survey

Data Collection

The researcher sent the questionnaire to African Americans, Chicanos, and Latinos who completed their degree program at San Diego State University, and to African Americans, Chicanos, and Latinos who started college at SDSU but did not complete their degree there

Surveys were mailed with cover letters explaining the importance of the study and stamped return-addressed envelopes. Different cover letters were sent to the African American population and the Latino/Chicano population. No follow-up letters were mailed

A total of 858 students who did not finish their degree at San Diego State were mailed the questionnaire. Of those, 62 responded. Ninety-two of the graduates responded to the survey, but it is unclear how many graduates were surveyed.

Report

Nieto, Jesus, *Survey of Ethnic San Diego State University "Drop-Outs" and Graduates* San Diego: CGS/SDSU Joint Doctoral Program.

The results are outlined in the body of the report and a copy of the entire survey instrument appears in an appendix. The responses are broken down according to respondents who completed their degrees at SDSU and those who did not.

Contact

Jesus Nieto, Teacher Education Department
San Diego State University
5300 Campanile Drive
San Diego, California 92182
(619) 594-6125

Activities, Opinions, and Plans of Former Students

Issue

Sacramento's Los Rios Community College District annually administered four student follow-up surveys to determine what students do after they leave community college; whether their community college education met their academic, individual, and career needs; what kinds of jobs they obtained after leaving college; whether they were continuing with their education elsewhere; and whether they intended to come back to Los Rios in the future

Instrument

The two-page survey form begins by asking students demographic questions such as their majors, sex, age, and ethnicity. It goes on to ask students to identify their educational and career objectives, the obstacles they encountered inhibiting their progress, and their current employment and educational status.

Data Collection

The researchers used computer-generated mailing lists to target three groups of students. (1) those who had graduated from certificate programs, (2) those who received an associate degree between 1982-83 and 1985-86, and (3) a selected group of non-graduates. The survey was copied on different colored paper to correspond with the subgroups to which it was sent. Survey forms, return addressed, stamped envelopes, and cover letters were sent to targeted students. Three weeks after the first mailing, a follow-up mailing was sent.

Over the course of four years, responses, were received from 7,564 students.

Report

Lee, Beth S. *Measures of Progress, 1984-1987 A Four-Year Retrospective*. Sacramento: Los Rios Community College District (December, 1987).

The report divides survey results into four sections to mirror the goals expressed by the respondents: occupational retraining, occupational preparation, personal interest, and university transfer. A section on students who did not graduate is also included

Contact

Janis Cox Jones, Director of Planning and Policy Research
Los Rios Community College District
1919 Spanos Court
Sacramento, California 95825
(916) 568-3091

Career and Academic Paths of Recent Graduates

Issue

In December 1988, seven of the University of California's eight general campuses -- Berkeley, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, and Santa Cruz -- surveyed graduates who received bachelor's degrees in June 1988, to determine the professional or academic paths they followed after graduation

Instrument

This survey instrument asks respondents to indicate their undergraduate major, educational objective, race/ethnicity, whether they are continuing with school or are in the workforce, the type of job they obtained (technical, sales/marketing, nonprofessional, etc.), whether or not the job has career potential, their average yearly income, the source for obtaining their current job (such as the career center, private employment agency, or other), and the importance of certain skills (for example, problem solving, speaking skills, and technical skills) versus the training college provided them in those areas.

Data Collection

In all, 12,588 surveys were mailed by the respective campuses and 5,952 (46 percent) completed surveys were received back.

Report

Murray, Neil. *Intercampus Career Survey: A Comparative Study of Seven UC Campuses, The Graduating Class of 1988*. San Diego: University of California, San Diego, 1989.

The survey results are displayed graphically in the report

Contact

Neil Murray, Career Service Center
University of California, San Diego
9500 Gilman Drive
La Jolla, California 92093-0330
(619) 534-3750

SURVEYS OF FACULTY, STAFF, OR OTHER INSTITUTIONAL PARTICIPANTS

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Planning for Staff Development

Issue

Assembly Bill 1725 (Vasconcellos, 1988) prompted Sacramento City College to conduct a survey on staff development at the college. The purpose of the survey was to determine the needs of the staff so that future planning would adequately correspond with those needs.

Instrument

A Subcommittee on Planning for Human Resources Development, made up of academic and non-academic staff and managers, put together the majority of the survey with staff support from other units.

The six-page, multiple-choice survey is divided into the following sections -- demographics, developmental climate, developmental activities, and comments and suggestions.

The demographic section asks respondents questions about their age, gender, and position.

In the developmental climate section -- the bulk of the questionnaire -- respondents are questioned about how well informed they are about campus and departmental events, how challenged they are in their jobs, the level of cooperation and teamwork within their units, their level of satisfaction with their jobs, their ability to influence campus decisions, resources available to them, opportunities for advancement, and their physical work environment.

The developmental activities portion of the survey asks respondents to rate, from "very beneficial" to "no value" a variety of campus activities in terms of how well those activities promote human resources development at Sacramento City College. The activities and services probed include "unit/division retreats to define goals, problem solve, etc.," "workshops on alternative teaching/learning programs," "career adjustment seminars," "structured orientation programs for new employees," and "workshops on sexual harassment and gender equity."

The final page gives respondents the opportunity to write in comments and/or suggestions they have about the topic.

Data Collection

Not specified.

Report

Subcommittee on Planning for Human Resources Development. "Sacramento City College Human Resources Development Needs Assessment Survey." Sacramento: Sacramento City College, 1989.

A brief description of the findings is available separately, as is a copy of the actual survey instrument.

Contact

Office of Planning, Research, and Development
Sacramento City College
3835 Freeport Boulevard
Sacramento, California 95822
(916) 558-2327

Faculty and Staff Perceptions of Campus Climate

Issue

Researchers hoped to gain information on a number of issues about the two campuses of the College of the Desert with this survey: (1) the feelings of the respondents about the campus climate alone, and in comparison with employees in other personnel classifications, (2) differences in opinions about campus climate between faculty and staff, (3) a comparison of campus climate between the College of the Desert and other colleges that have participated in the commitment to excellence survey, (4) knowledge of the areas of the campus that receive the highest and lowest campus climate ratings, (5) the aspects of the campus that are deemed most and least important to respondents, (6) additional campus areas to be examined in the future, and (7) the representativeness of those who complete the survey compared to the population on the campuses in general

For the purposes of this study, campus climate was described as "the prevailing conditions which affect satisfaction (e.g., morale, feelings, or 'tone') and productivity (e.g., task completion, goal attainment, or achievement) "

Instrument

The 26-question, six-page survey instrument was developed from the Profile of College Characteristics Survey to address issues of the campus climate. It is divided into the following sections: leadership, motivation, communication, decision making, rewards, and job satisfaction. Most of the questions are closed-ended and have response options on a five-point Lickert scale. At the end of each section, respondents are given the opportunity to list any additional campus areas which they believe need to be assessed in the future.

Data Collection

In Spring 1987, 462 faculty and staff members from both College of the Desert campuses were asked to complete the College Climate portion of the Commitment to Excellence Survey.

The questionnaires were administered with a cover sheet to encourage participation. Managers and supervisors were sent an additional letter asking them to encourage their staff members to complete and return the questionnaires. Follow-up reminder letters were distributed to supervisors who, in turn, passed the letters on to employees who had not yet returned the survey. In addition, some managers sent personal notes to staff to solicit participation. Although respondents were not asked to identify themselves on the survey, staff were asked to indicate their job titles, and faculty were asked their department and status. In order to identify the respondents by personnel classification, the surveys were color-coded according to personnel group.

Report

McMillan, John R. *College of the Desert Results of 1987 Commitment to Excellence Survey. A Study of Campus Climate.* Palm Desert, California: College of the Desert, John R. McMillan, May, 1987.

The survey results are explained in detail in the body of the report, and a copy of the survey instrument appears in the appendix.

Contact

Ms. Donna Linzenmeyer, President's Office
College of the Desert
43-500 Monterey Street
Palm Desert, California 92260
(619) 773-2500

Perceptions of Community College Students and Employees

Issue

The Coordinated Accreditation Steering Committee and the chairpersons of the Accrediting Committees of Columbia College and Modesto Junior College requested that surveys be created to assist in the joint accreditation of the two colleges.

Instruments

Since many suggestions about what to include in the surveys were received, the decision was made to develop several survey instruments in order to reach regular students, community services students, and all employees at both Columbia College and Modesto Junior College. Suggestions of questions and information to be included in the surveys were submitted to the Research Office of the Yosemite Community College District, which provided drafts of the surveys to all committee members for their review.

Columbia College Students: The seven-page 39-item anonymous survey instrument for Columbia College students primarily asks closed-ended and multiple choice questions about campus publications (i.e., student handbook, college catalog) familiarity with and frequency of use of various campus facilities and services (i.e., library, business office, and financial aid office), buildings in which most of their classes are held, importance of various campus issues to them, their satisfaction with various academic programs offered on campus (i.e., English courses, technical courses, and student services), and demographic characteristics (i.e., age, sex, and ethnicity/race). The final page encourages comments by respondents on a variety of topics such as the library, athletics, student activities, the cafeteria, and testing.

Modesto Junior College Students: This survey instrument is somewhat longer -- eight pages with 46 questions. It is quite similar to the Columbia College survey form but also asks respondents about their student identification card, child care services, and their feelings about the lack of certain amenities on campus.

Community Services Students: The three-page 23-question Columbia College survey form for its community service students probes how they feel about the reputation and accessibility of the college, asks them to rate certain programs, location of classes, publicity about the courses, and possible community service courses, and questions respondents about their demographic characteristics and ways to improve the community service program.

The two-page Modesto Junior College survey form for community service students is similar, but it asks fewer questions about potential satellite class locations, and it probes different subject ideas for potential community service classes.

Staff Members: Most questions on the eight-page, 41-question staff survey form are closed-ended and multiple choice. They begin by asking respondents about their age, education level, and ethnicity/race. Then they probe the availability and adequacy of campus publications, the respondents' satisfaction with their job, work location, work space, and channels of communication, as well as feelings about supervisors and the administrative structure of the cam-

pus. At the end of the form, respondents are encouraged to write additional comments about such things as goals and objectives, student services, and financial resources.

An additional two-page section for instructors asks them 20 questions regarding their rating of campus services and their level of input into campus governance.

Data Collection

The surveys were distributed in Spring 1988. Not all students were given surveys, but instead, the regular student surveys were distributed to a sample of classes on the college campuses -- 21 classes at Columbia College with a response of 277, and 23 classes at Modesto Junior College with a response of 559.

The survey form for students who participated in community services courses at Columbia College was sent to 1,017 students and returned by 322 for a 31 percent response rate. At Modesto Junior College, 1,223 forms were distributed and 263 (21 percent) were returned.

The staff survey was distributed to all 850 staff members -- full-time instructors, part-time instructors, classified staff, and management staff -- at both colleges and the Yosemite Community College District's central office. A total of 378 completed staff surveys were returned.

Report

Office of Research, Yosemite Community College District. *Accreditation Survey Results Students Accreditation Survey Results: Community Services. Accreditation Survey Results Staff*. Modesto, California: Yosemite Community College District, March 1988

The results for each of the three populations surveyed -- regular students, community service students, and staff -- are contained in these three separate reports, with the results broken down by college.

Contact

Office of Research
Yosemite Community College District
Post Office Box 4065
Modesto, California 95352
(209) 575-6518

Practices and Policies Promoting the Enrollment and Graduation of Underrepresented Minorities

Issue

In previous research at ten public universities with particularly high participation and graduation rates for Black, Latino, and Native American students, Richard C. Richardson of Arizona State University had identified 68 institutional policies or practices and 36 state or systemwide policies or practices that appeared to encourage enrollment and graduation of students from historically underrepresented ethnic backgrounds.

To examine the use of these factors throughout the United States, Richardson and his colleagues identified ten states that were culturally and geographically diverse -- California, Florida, Illinois, Massachusetts, New Jersey, New Mexico, Ohio, South Carolina, Tennessee, and Texas. The researchers surveyed all of the public four-year colleges and universities in these states to determine how rigorously and over what period of time they had used the 68 institutional policies or practices to promote enrollment and graduation of underrepresented minorities in the 1980s. They also surveyed the state coordinating/governing boards and the system governing boards in these ten states about their use of the 36 previously identified state and systemwide policies or practices.

Instrument

Richardson and his colleagues designed three separate questionnaires for the surveys.

1. The Institutional Survey, sent to the chief executive officer of each university, consisted of five major sections: demographic information, campus administration, access, outreach and student support, and academic program

The demographic information section included subsections on undergraduate student demographics, confirmation of HEGIS data for 1980 and 1984, employee characteristics, other institutional characteristics, and confirmation of the Carnegie classification for the institution.

The campus administration section included subsections on strategic planning, coordination and control, increasing staff diversity, and faculty incentives and support.

The access section covered subsections on student recruitment, financial aid, and admissions and scheduling

The outreach and student support section included as subsets outreach, transition, mentoring and advising, environment, and residence halls.

The Academic Program section covered student assessment, learning assistance, and curriculum content.

2. The 17-page State Coordinating/Governing Board survey, sent to the chief executive officers of those boards, covered 11 sections. Governor, Legislature, Court of Law, Strategic Planning, Coordination, Accountability, Student Assessment, Articulation with Two-Year Colleges, Collaboration with K-12, selected demographic information, and confirmation of HEGIS/IPEDS data for 1980 and 1984

3. The 10-page System Governing Board Survey, which was mailed to the executives of these boards, consisted of seven parts: strategic planning, coordination, accountability, student assessment, articulation with two-year colleges, collaboration with K-12, and selected demographic information

All three questionnaires were structured in a similar fashion: For the non-demographic questions, respondents were asked to (1) indicate the degree to which the given statement described their policies and practices by placing an X in a box between 0 and 6, with a 0 indicating "not descriptive," a 3 indicating "somewhat descriptive," and a 6 indicating "very descriptive"; and (2) the number of years for which that policy or practice has been in existence at that institution by circling a number between 0 and 10+, with a 0 indicating that the policy or program has never been in existence at that institution, and a 10+ indicating that that policy or program has been in existence for ten or more years. For demographic data, respondents were asked to complete statistical tables. Respondents were given space at the end of each section to write additional comments

Data Collection

Liaisons from each of the ten participating states helped with the distribution and collection of the surveys and validation of the demographic data. The surveys were mailed to the institutions, system governing boards, and state coordinating/governing boards with stamped return-addressed envelopes. Completed surveys were to be mailed to either the liaisons or to the author of the study. In all, 142 institutions and their system governing boards and state coordinating/governing boards responded to the questionnaires

Report

The report on the entire project -- *Promoting Fair College Outcomes Learning from the Experiences of the Past Decade*, by Richard C Richardson, Jr (Education Commission of the States, Denver Colorado, January 1991) -- analyzes the case studies of the ten institutions that Richardson deemed successful in improving graduation and participation rates for people from historically underrepresented ethnic backgrounds, as well as the results of the surveys from the institutions, system governing boards, and state coordinating/governing boards that participated in the study. The actual survey instruments are not included in the final report, but instead are available as separate appendices from the author.

Contact

Richard C Richardson, Jr , Associate Director of the College of Education
Arizona State University
Tempe, Arizona 85287
(602) 965-4946

Community College Goals and Priorities

Issue

The purpose of the Community College Goals Inventory (CCGI), created by the Educational Testing Service, is to “help community colleges define their educational goals, establish priorities among those goals, and give direction to their present and future planning ”

Instrument

Twenty process or outcome goals are probed in the CCGI: general education, intellectual orientation, lifelong learning, cultural/aesthetic awareness, personal development, humanism/altruism, vocational/technical preparation, developmental/remedial preparation, community service, social criticism, counseling and advising, student services, faculty/staff development, intellectual environment, innovation, college community, freedom, accessibility, effective management, accountability, and miscellaneous.

Respondents rank the different goal statements on the survey with respect to (1) the current situation on campus, and (2) the way the situation *should be* on campus. The five response options are as follows: 1, not applicable; 2, low; 3, medium; 4, high, and 5, extremely high.

In addition, demographic questions ask respondents about their background.

With the CCGI, community colleges have the option of adding additional questions probing particular issues on the campus or gathering more demographic data.

Data Collection

The CCGI has been administered to 281 people on the Marin Community College campus, among other campuses.

Report

Peterson, Richard E *ETS Community and Junior College Programs Community College Goals Inventory. Summary Data Report for Marin Community College District* Berkeley, California. Educational Testing Service, February, 1987

The results for each question, including the number of people who responded to each Marin Community College question, and the mean response for each question, are provided in the body of the report

Contact

Carol Owen
Educational Testing Service
Rosedale Road, Princeton, New Jersey 08541
(609) 951-6508

Success of a Faculty Mentoring Program

Issue

In order to review the progress of the pilot Faculty Mentoring Program at California Polytechnic State University, San Luis Obispo, researchers wanted to determine how often student participants were utilizing the services of the program, the units they attempted versus the units they completed and their racial/ethnic background, as well as the participation of the faculty mentors themselves.

Instruments and Data Collection

To get feedback on the program, researchers distributed separate surveys to both students and faculty who participated in it

The one-page, nine-question student survey form was mailed to 43 students of whom 11 completed and returned the survey. The questionnaire probes the usefulness of the activities, and the helpfulness of the faculty mentors, and gives the respondents the opportunity to write in additional comments.

The two-page, 12-item faculty survey form distributed to the faculty mentors asks respondents how many students they mentored, how much time they spent with them, and in which ways they were able to help the student participants. Faculty respondents were also given the opportunity to write in additional comments at the end of the survey. It is unclear how many faculty mentors were sent surveys, but five mentors completed and returned them

Report

Wong, Kinsley, and Pitchlyn-Baber, Yvette. *1988-89 Retention Incentive Program, Faculty Mentoring Program. Final Report*. San Luis Obispo: California Polytechnic State University, San Luis Obispo. 1988-89

This report describes all aspects of the program, including the purpose, goals, objectives, selection criteria for students being mentored and for faculty mentors, the training, and the budget. Students' responses to the closed-ended questions and their written comments are detailed in the report, as is detailed demographic information about all students who were mentored. Finally, the report contains conclusions and recommendations prepared as a result of the surveys.

Contact

Armando Pezo-Silva, Director of Student Academic Services
California Polytechnic State University
San Luis Obispo, California 93407
(805) 756-2301

Campus Climate for Diversity

Issue

At a conference on diversity in the late 1980s, Chancellor Charles E. Young of the University of California, Los Angeles (UCLA), created the Chancellor's Council on Diversity. Members of that Council sought the help of people from the entire UCLA community by holding focus groups for students, faculty, and staff; arranging open forums for students, and staff; creating faculty, student, and staff task forces, and surveying students, faculty, and staff. They asked the director of the Higher Education Research Institute (HERI) at UCLA, Professor Alexander Astin, to devise a study that would explore UCLA's campus climate. The study aimed to "explore the experiences, attitudes, and beliefs of students, faculty, and staff at UCLA with regard to issues of diversity, and to solicit ideas from these constituent groups about specific proposals that would enhance the climate for diversity." More specifically, it sought to examine issues regarding people who are physically challenged; gays, lesbians, and bisexuals; women; and people from non-dominant racial/ethnic groups. Staff of HERI created the survey instrument, analyzed the results, and wrote up the findings, while the Institute for Social Science Research was responsible for disseminating the survey forms.

Instruments

Since the researchers sensed that UCLA's students, faculty, and staff members were very different, they created three survey instruments in order to address the concerns of each group. Drafts of the surveys were distributed to Council members and other pertinent campus members for feedback.

Although each of the three surveys was unique, all were similar in that they each had sections dealing with experiences of the respondents, attitudes of the respondents with regard to diversity issues, and opinions of the respondents about ways to improve UCLA's campus climate for people from historically underrepresented backgrounds.

Student Survey: The nine-page student survey is broken down into the following sections: background information, experiences at UCLA, general climate, perceptions of faculty, role models and mentoring, student interaction, departmental climate, participation in cultural activities, attitudes, possible solutions, and open-ended questions. Aside from the questions in the last section, all questions are closed-ended.

Faculty Survey. The 12-page faculty survey is broken down into the following sections: work information, departmental climate, general UCLA climate, joint research, use of time, background information, participation in cultural activities, attitudes, increasing diversity, experiences at UCLA, behaviors, beliefs, possible solutions, and open-ended questions. Like the student survey, the faculty survey predominantly employs closed-ended questions.

Staff Survey: The 12-page staff survey included the following sections: employment history, climate, departmental climate, work environment, background information, general UCLA climate, attitudes, increasing diversity, beliefs, orientation, participation in cultural activities, experiences at UCLA, possible solutions, and open-ended questions.

Data Collection

Surveys, along with cover letters, were mailed in Fall 1990 to some 9,000 students, 2,000 faculty, and 2,400 staff members. For the student sample, all Latino, African American, Filipino, and Native American students were sent surveys, as were a sample of White and Asian students. Both undergraduate and graduate students were included, except for new students who had started at UCLA in Fall 1990

The faculty survey was sent to a sample of faculty persons at all levels, and to all "ladder" faculty members

The staff survey was sent only to those staff members who had either direct contact with students or a large impact on them. The staff sample included members from all ranks and levels.

A follow-up mailing was sent to non-respondents. The response rates to the surveys were as follows: students, 29.4 percent; faculty, 51.3 percent; and staff, 52.7 percent

Report

Astin, Alexander W.; Trevino, Jesus G.; and Wingard, Tamara L. *The UCLA Campus Climate for Diversity. Findings from a Campuswide Survey Conducted for the Chancellor's Council on Diversity*. Los Angeles: University of California, Los Angeles. March 1991

The results for all three surveys are explained in detail in this report. The responses to the open-ended questions, in addition to being used as illustrative examples in the report, were due to be published as a separate appendix to the report in Spring 1991.

Contact

Alexander W. Astin, Higher Education Research Institute
Graduate School of Education
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024
(310) 825-1925

GROUP DISCUSSIONS

Group discussions involve assembling sets of participants from one or more identifiable campus constituency to talk about their experiences at the institution, usually with the assistance of a trained facilitator. The discussion issues can be either predetermined or open-ended or a combination thereof. When comparisons among several groups' perceptions is a primary objective, facilitators can guide but do not direct the discussion to cover selected topics. When the discussion is focused around a particular topic or issue, the technique is referred to as "focus group" methodology.

Uses of Group Discussions

- Identifying issues to be pursued through a survey;
- Delving into specific sets of topics in an in-depth fashion;
- Probing the intensity of perceptions; and,
- Eliciting clarity with respect to particular incidents or tensions on campus.

Advantages of Group Discussions

- The ability to explore topics or issues comprehensively, both from the standpoint of individual perceptions as well as commonalities and differences between groups,
- The opportunity to explore nuances, sensibilities, and sensitivities;
- The possibility of uncovering issues and topics of importance serendipitously, and,
- The minimization of resource expenditures, other than the time of trained facilitator(s).

Disadvantages of Group Discussions

- The inability to protect the confidentiality and anonymity of individual participants,
- The limited number of participants who can participate in the discussion,
- The circumscribed number of topics that can be covered during the group discussion, as this strategy is designed to probe a narrow set of issues in a comprehensive fashion; and,
- The limited types of analyses that can be performed on the responses received because the information obtained is primarily qualitative in nature and, therefore, leads to impressionistic conclusions as contrasted to quantitative findings.

Examples of Group Discussions

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Recruitment and Retention of Students

Issue

Staff members at the College of the Siskiyous conducted the "Sophomore Charrette" on April 20, 1988, in order to get a variety of students to discuss issues which encourage and discourage applications to and retention at the college.

Selection of Participants

Thirty-five students from a variety of backgrounds met in the residence hall cafeteria to participate in the discussion. They represented groups such as the dormitory residents, athletic teams, music/drama departments, Educational Opportunity Programs and Services, Disabled Student Programs and Services, and reentry groups

Methodology

The 35 students were organized into groups of seven, with one person serving as the facilitator of each group. Five questions were posed to the students asking them about factors that persuaded or dissuaded them from enrolling and staying at the college, and the things that they would change if they were an administrator to improve enrollment and retention at the college. In addition, students had the opportunity to make summary comments

Report

Office of Student Services. *Report of the Sophomore Charrette*. Weed, California: College of the Siskiyous, May 5, 1988.

The report contains the compilation of all of the comments -- verbatim -- made by students at the charrette.

Contact

James Arack, Office of Student Services
College of the Siskiyous
800 College Avenue
Weed, California 96094
(916) 938-5215

Enrollment, Retention, and Transfer of Underrepresented Ethnic/Racial Students

Issue

The Board of Governors of the California Community Colleges convened a symposium on the enrollment, retention, and transfer of minority students to recommend policy and strategies for improving enrollment, retention, and transfer rates for students from historically underrepresented racial/ethnic groups, especially Latinos and African-Americans

This symposium came about as a result of a Board of Governors meeting in which two reports were discussed that outlined (1) large enrollment declines for African-American and Latino community college students, and (2) lack of preparation and underrepresentation of students of color at various educational levels

Participants

One hundred and nineteen people representing California postsecondary education sectors, organizations, and policy groups, attended the symposium, held in Pomona, California, at the Kellogg West Conference Center

Topics Addressed

Organizers of the symposium hoped to determine why African-Americans and Latinos do not participate and achieve in higher education to the same degree as Whites and to outline strategies for improving those rates. To do this, the symposium participants were to examine data pertaining to transfer, enrollment, and retention of students of color, discuss ways to improve enrollment, retention, and transfer of these students, delineate roles for the different educational organizations to play in improving enrollment, retention, and transfer of these students, and create a formal response to address these issues

As a contribution to the discussion, participants submitted papers on the topics of underrepresentation and under-preparation of Latino and African-American students

Structure of the Symposium

Symposium participants broke up into four small groups to address these issues from the following perspectives: community organizations, private industry, postsecondary education, and primary and secondary education. These four groups then "followed a three-part review process, with the understanding that all deliberations would include the role of community colleges as the primary change agent regardless of the focus of discussion. The three-part process included (a) identification of problem and issue areas; (b) selection of appropriate solutions, and (c) proposal of recommendations to implement the solutions identified."

Report

Board of Governors. California Community Colleges. *Equity and Excellence. A Promise to the New Majority Report and Recommendations for Action Symposium on the Enrollment, Re-*

tention and Transfer of Minority Students. Sacramento, California: California Community College, October 1986.

As a result of the symposium, policy statements and specific recommendations were developed that are outlined in the body of the report.

Contacts

Rita Cepeda, Chancellor's Office
California Community Colleges
1107 Ninth Street
Sacramento, California 95814
(916) 322-6886

Gus Guichard, Chancellor's Office
California Community Colleges
1107 Ninth Street
Sacramento, California 95814
(916) 445-8508

Asian Pacific Americans in the California State University

Issue

At the direction of former Chancellor W. Ann Reynolds, the California State University established an Asian Pacific American Education Advisory Committee to address and prioritize the crucial issues facing Asian/Pacific American students and staff in the State University. The committee members determined that of primary concern were the following issues: student retention, student services, affirmative action for staff and faculty members, campus and community climate, admission and outreach programs, and curriculum issues.

Research Method

The advisory committee was composed of State University students, faculty, administrators, staff, trustees, and representatives of the University of California. The committee established six subcommittees that roughly reflected the six major areas of concern. One of those subcommittees was charged with defining and clarifying terms and collecting necessary data for the study. The entire committee met eight times, and each subcommittee held separate meetings as well. In order to garner additional information, the full committee held three public hearings -- one at San Francisco State University, another at CSU Fullerton, and the third at CSU Fresno. Various people from the communities as well as faculty members, staff members, and students testified at the hearings.

Report

Asian Pacific American Education Advisory Committee. *Enriching California's Future: Asian Pacific Americans in the CSU*. Long Beach: Office of the Chancellor, The California State University, November 1990.

This report examines the committee's findings by discussing the history of Asians in California and the California State University, outreach to and admission of Asians in the State University, retention of and campus climate for Asians in the State University, instruction and curriculum in the classrooms on State University campuses, English-as-a-second-language needs for Asians and other immigrant students, and affirmative action for staff and faculty members. The committee's recommendations in each of these areas appear throughout the body of the report.

Contact

Julia Fahrenbruch, Office of the Chancellor
The California State University
400 Golden Shore
Long Beach, California 90802
(310) 985-2862

Image of the College

Issue

Los Angeles Southwest College (LASC), in an effort to improve its image and better serve its community, hired researchers from the Social Systems Research Center at California State University, Dominguez Hills, to conduct an extensive study through interviews, focus groups, and surveys that queried current and former LASC students and staff of the college, students at other local colleges, and students, counselors, and teachers in nearby high schools

Interviews

A random sample of 1,500 former students of the college was generated by computer for interviews. Of those, 314 “stop outs” or “drop outs” participated in the interviews, which asked them about their current educational status, plans, length of time they attended the college, factors that influenced their decision to attend the college, their rating of the college in terms of quality, safety, and courses, and their general impression of the college and its reputation.

Focus Groups

For the focus-group portion of the study, one person led the four sessions -- one with current LASC students, one with admissions staff, one with counselors, and one with peer advisors and campus recruiters. The focus-group leader attempted to get feedback from the participants about their feelings about the campus, its faculty, students, and staff, and its reputation

Survey Instruments

The researchers developed four different survey instruments:

Los Angeles Southwest College Students: The four-page, 22-item survey instrument administered to current LASC students asks respondents their reasons for attending college (e.g., job preparation, general education, basis skills) and selecting the college (e.g., size, location, racial/ethnic composition). In addition, it asks them to rate the importance of certain campus programs and services and the quality of those programs and services (e.g., athletics, testing/grading, courses), reasons why students drop out of college (e.g., lack of interest, personal problems, burn-out). Furthermore, it probes respondents' educational status and goals, as well as their satisfaction with and impressions of the campus

Other College Students: The three-page, 30-question survey of students in good academic standing at other community colleges in the area is directed at students from historically underrepresented racial/ethnic groups who live within close proximity to LASC. A total of 198 surveys were mailed, but only 35 completed surveys were received back. Therefore, researchers verbally administered the surveys to 117 people by telephone, increasing the total number of responses from this group to 152. This survey is similar in some respects to the other surveys. It probes respondents' reasons for attending college, educational goals, career goals, reason for selecting their current college (e.g., reputation, location, safety), their opinions about LASC, and some demographic questions.

High School Students. The five-page, 34-question High School Student Survey asks students questions about their educational status, future career goals, parents' educational backgrounds, high school advising program, importance of certain factors in selecting a college (e.g., reputation, location, financial aid, and cultural events), and opinions and impressions about LASC.

High School Counselors and Teachers. The one-page, 16-question survey administered to counseling staff and faculty on the high school campuses asks about the high school's advising program, the two-year colleges they recommend, reasons for recommending or not recommending LASC, their familiarity with the college and its programs, and the kind of students to which they recommend the college

Data Collection

As noted above, 314 former students of the college participated in telephone interviews; 35 staff and students from the college participated in the focus-group meetings, a random sample of classes at the college in which 520 students were enrolled completed surveys during class period; 152 students at other community colleges filled out surveys or responded to telephone surveys, and 419 people from local high schools (including 13 counselors, 404 students, and two teachers) completed surveys.

Before administering surveys on high school campuses, researchers got approval from district headquarters and from the school administrators. Six out of the eight feeder high schools to LASC participated. The goal was to distribute the surveys to approximately 100 students with some level of familiarity about college at each school. In actuality, about 50 students from each campus participated, for a total of 404 student respondents

In addition, researchers examined data available from the community college district office and from the college itself to get an idea of students' backgrounds, academic programs, student services, and course offerings

Report

California State University, Dominguez Hills *Los Angeles Southwest College Image and Needs Study. A Report of the Social Systems Research Center, California State University, Dominguez Hills.* Carson, California: California State University, Dominguez Hills, 1987

Besides explaining methodologies used for this study, the report also explains the results from the data exploration, focus groups, interviews, and surveys in detail

Contacts

Susan Fellows
Social Systems Research Center
California State University, Dominguez Hills
1000 East Victoria
Carson, California 90747
(310) 516-3353

Herman Loether
Sociology Department
California State University, Dominguez Hills
1000 East Victoria
Carson, California 90747
(310) 516-3431

Residents' Attitudes About Family Student Housing

Issue

The UCLA Student Affairs Information and Research Office (SAIRO), with help from the UCLA Office of Residential Life, conducted a two-part study on Family Student Housing issues.

Focus Groups

In the first phase of the study, researchers held five focus groups with a total of 64 participants who lived in UCLA's faculty student housing to determine their level of satisfaction with and the extent of their use of the housing services, their desire to see additional services incorporated into their residence facilities, and their feelings about paying more money for those desired services.

In order to encourage participation in the focus groups, the researchers sent flyers to residents, offered \$20 of rent credit to those who participated, and an additional \$10 of rent credit for residents who required childcare services. Focus group meetings were held in November 1987 on week nights, and each participant signed up for the focus group time most desirable to him or her. Eighty people signed up to participate, and 64 showed up to the focus group sessions. Each focus group was made up of between eight and sixteen participants. Although the groups were made up of diverse combinations of people, the groups were not a representative sample of the residents in Student Family Housing.

The focus-group discussions were kept to two hours, and each of them was led by two trained facilitators. Participants were encouraged to discuss negative and positive things about UCLA's Family Student Housing and were asked about their ideas for improving UCLA's housing facilities and about specific aspects of the housing units.

Important issues that surfaced in the focus groups were then used to develop a quantitative survey instrument to be administered to residents of Family Student Housing for the second phase of the study.

Survey Instrument

The goals of the second phase of the study were three-fold. (1) to determine the demographic variables of the residents of Family Student Housing, (2) to learn which services residents like and use and which they don't like, and don't use, and (3) to learn what kinds of additional services they would like to see implemented, and which of those services they would be willing to pay for.

The 11-page anonymous questionnaire contained open-ended and closed-ended questions. For many of the closed-ended questions, the response categories were either "yes or no" or Likert-type scale categories. The questions dealt with the maintenance of the complex, congeniality of the staff, safety and crime in the units, atmosphere at the units for children, level of community feeling in the units, interest in additional programs at the complexes, and demographic questions dealing with the backgrounds of the respondents. After each set of questions

on a particular topic, the survey left room for respondents to make recommendations on ways to improve the facilities and services.

The questionnaire had a two-page attachment directed at the “tenant of record’s” spouse and asked the spouses about their interest in additional housing services and programs, and their satisfaction with their living environment.

Surveys were distributed in April and May 1987 to 795 residents. Accompanying the surveys was a cover letter explaining the significance of the survey and the importance of participation by the residents. As an additional incentive for participation, respondents were encouraged to take part in a drawing for a prize. A follow-up letter was sent to encourage non-respondents to participate. The researchers received 474 completed questionnaires, of which 472 were processed.

Report

University of California, Los Angeles. *Results of the Family Student Housing Needs Assessment: A Report to FSH Residents* Los Angeles: Business Enterprises Administration and Student Affairs Information and Research Office University of California, Los Angeles, February 1988.

The results of the survey are detailed in the report.

Contact

Jim Henson, Student Affairs Information and Research
1292 PCPC, Room 1172
405 Hilgard Avenue
University of California, Los Angeles
Los Angeles, California 90024
(213) 206-8470

Review of Affirmative Action Policies

Issue

After being appointed a vice president of the University of California in 1987, Dr. Kenneth Farrell created a task force to review the affirmative action policies of the Division of Agriculture and Natural Resources in order to determine whether the Division's policies were in line with civil rights legislation, whether it had and would have sufficient administrative support staff to implement, oversee, and review the requirements and goals of its affirmative action programs, whether there were ways in which new programs could be created and old programs supported in order to help achieve affirmative action goals, and whether the Division was staffed, managed, and organized in such a way as to help implement and support affirmative action requirements.

Data Collection

The task force membership, which included both community and university representatives, was divided into three subcommittees: (1) the Policy and Organizational Structure Subcommittee examined the Division's policies and structure; (2) the Employment Subcommittee looked at employment guidelines and practices; and (3) the Programs Subcommittee reviewed existing and potential programs. In order to make their recommendations, the subcommittee members reviewed background reading material, affirmative action reports, and correspondence, and held five public hearings -- two in southern California, two in central California, and one in northern California.

The task force members, in their review, read background material, reviewed historical affirmative action documents, and talked with Division front-line personnel, managers, and other campus groups.

Report

University of California. *Report of the Task Force to Review Affirmative Action Within the Division of Agriculture and Natural Resources*. Oakland: University of California, October 1988.

The report contains the task force's recommendations and detailed information about its investigation of the Division's affirmative action policies and practices.

Contact

Eugene M. Britt, Director of Affirmative Action
Office of Agriculture and Natural Resources
University of California
300 Lakeside Drive, Sixth Floor
Oakland, California 94612
(510) 987-0096

Campus Climate and Educational Equity

Issue

In 1987, President Donald Kennedy of Stanford University created the University Committee on Minority Issues to respond to concerns raised by the Rainbow Agenda, a coalition of people from historically underrepresented racial/ethnic backgrounds

Data Collection

The Committee examined the status of people of color on campus -- including faculty, students, and staff members -- and gathered old and new information on racial and ethnic relations on campus. Furthermore, to garner information on people's insights and feelings on these issues, researchers conducted group meetings and one-on-one interviews with faculty members, students, and staff

The Committee hired SRI International to administer surveys to undergraduate students, faculty members, and staff members. In addition, Pacific Management Systems conducted interviews with more than 200 Stanford students.

Report

Camarillo, Albert M.; McNair-Knox, Faye; de Necochea, Fernando; and others. *Building a Multiracial, Multicultural University Community: Final Report of the University Committee on Minority Issues*. Stanford. Stanford University Committee on Minority Issues, March 1989.

The report is divided into seven main sections: undergraduate curriculum, faculty, undergraduate students, graduate students, student life, staff, and general recommendations. Detailed reports on the survey and interview results are contained in separate documents

Contact

Sharon Parker, Director of Multicultural Development
Chair, University Committee on Minority Issues
Office of Multicultural Studies
Stanford University
Stanford, California 94305
(415) 723-3484

Undergraduate Involvement in Extracurricular Activities

Issue

The University of California, Davis (UCD), was one of 14 colleges and universities selected to participate in the College Experiences Study. The purpose of the study was to determine the extent to which the institution and surrounding community promote undergraduate student involvement in extracurricular activities that serve to further enhance students' educational pursuits. UCD was classified as an urban institution located in a community with many extracurricular activities

Data Collection

To conduct the UCD case study, the authors interviewed a total of 115 UCD faculty, staff, students, and alumni on a one-on-one basis and met with them in small groups during two separate campus visits -- one in November 1988, and the other in May 1989. To gain additional insight, the researchers read a great deal about the school and spent much time observing people and events on the UCD campus

The research was sponsored by grants from the Lilly Endowment, Inc., the Institute for the Research and Development of the National Association of Student Personnel Administrators, and the Marriott Corporation Education Services Division.

Report and Book

Kuh, George "Case Study of the University of California, Davis" *College Experiences Study* Davis, University of California, Davis August 1989

The researchers' findings for UCD are discussed in the report

Aside from this report, the researchers who conducted the study published a book containing information about all 14 of their case studies of colleges and universities throughout the nation. The book, authored by George D. Kuh, John H. Schuh, Elizabeth J. Whitt, and associates, is entitled *Involving Colleges. Successful Approaches to Fostering Student Learning and Development Outside the Classroom*. San Francisco. Jossey-Bass, March 1991

Contacts

George Kuh
Indiana University, Bloomington
Bloomington, Indiana 47405
(812) 855-0212

Elizabeth Whitt
Iowa State University
Ames, Iowa 50010
(515) 294-9628

Reasons for a College's Ability to Attract Underrepresented Students

Issue

Researchers at the University of California, Santa Cruz (UCSC), undertook a study of Oakes College to learn the reasons behind the effectiveness of Oakes College in enrolling and graduating high percentages of people of color and first-generation college students. Oakes is one of eight liberal arts colleges on the UCSC campus. One of its primary goals is to provide its students with equal educational opportunities. At the time of this study, over 50 percent of its students were either from historically underrepresented backgrounds or from families in which they were the first to attend college.

Data Collection

In order to gather information for the report, the researchers solicited participation in 1977 and 1978 at introductory classes, orientation sessions, and through personal recommendations to the researchers. No attempt was made to get a representative sample of Oakes College students. Rather, the participation of committed volunteers was deemed more important than strict representation.

The researchers explained the scope and the goals of the study to participants, and introduced the students to the primary researcher. Student participants, in brief, get-acquainted conversations with the interviewer, were asked, as part of the study, to write about themselves and their life histories. Then, the interviewer, in one-on-one unstructured interviews with the participants, discussed various aspects of their lives. The hour-long interviews took place twice a quarter and continued over the course of nine to eighteen months for many participants. All in all, the researcher interviewed 90 students, both male and female, representing many racial/ethnic backgrounds.

Report

University of California, Santa Cruz. *Through the Hourglass (Darkly): Summary of an Exploratory Analysis of the "New Student" at a Traditional University*. Santa Cruz: Oakes College, University of California, Santa Cruz, 1980.

Biographical and interpretive information about the students at Oakes College appears in the body of the report.

Contact

Randall Nelson, Director of Analysis, Finance and Planning
University of California, Santa Cruz, Hahn Hall, Room 241
Santa Cruz, California 95064
(408) 459-2446

Students' Perceptions About Racial Issues and Diversity

Issues

Researchers at the University of California, Berkeley, held focus groups on campus to examine students' expectations and experiences at college, ways in which they study, social groups to which they belong, friendships they develop, personal experiences with racism, opinions about the campus's policy to diversify the student population through affirmative action programs, and practical suggestions on how to make the campus more hospitable for people of color.

Data Collection

The researchers held 54 focus-group sessions or "interactive group interviews" with 41 homogeneous racial/ethnic groups of African-Americans, Asian Americans, European Americans, Latinos, Native Americans, and "mixed" ethnic/racial peoples, plus 13 heterogeneous focus-group sessions made up of people from a variety of racial/ethnic backgrounds.

Names of possible participants were received from sororities and fraternities, the dean's office, and sign-up sheets circulated in dormitories and a random selection of classes on campus. Researchers telephoned people on these lists to determine whether they would be interested in participating in the focus-group sessions.

Each focus group was made up of between four and eight people. The homogeneous group sessions were run by either a faculty member or a research staff person from the same racial/ethnic background as were the students in that group.

Each focus-group session was taped. Researchers transcribed the tapes and reviewed the transcripts in large research group meetings and in smaller groups of between two and four researchers in order to look for recurring themes that came up in the focus groups.

Report

Almaguer, Tomas; Berreman, Gerald; Blauner, Bob, and others. *The Diversity Project: An Interim Report to the Chancellor*. Berkeley: University of California, Berkeley, Institute for the Study of Social Change, June 1990.

The findings are explained in detail in the body of the report.

Contact

Troy Duster, Institute for the Study of Student Change
2420 Bowditch
University of California, Berkeley
Berkeley, California 94720
(510) 642-0813

Students' Perceptions of Multi-Cultural Issues

Issue

In order to gather information about how students perceive multi-cultural issues on campus, researchers at San Diego State University (SDSU) conducted a telephone poll probing the attitudes, preferences, and behavior of SDSU students.

Instrument

The telephone interviewer asks the respondents' demographic backgrounds such as class standing, sex, age, and the education level of their parents; their perceptions of the most and least desirable characteristics of the institution; their familiarity with ethnic clubs on campus; how frequently they interact with students from different cultures; and whether certain things like lack of money, poor English skills, lack of self confidence, or low self esteem create obstacles to their success in college. The interviewer also poses a series of statements about multi-cultural issues, to which students indicate how strongly they agree or disagree. These statements include "Exposure to cultural differences is an important part of education," "Issues of cross-cultural awareness are discussed in classes other than ethnic studies," and "Cultural or ethnic student organizations are important on campus."

Data Collection

Researchers surveyed a total of 500 students, including those from a variety of ethnic backgrounds, in early December 1988.

Report

Social Science Research Laboratory, Student Resource Center, Division of Student Affairs, San Diego State University. *SDSU Student Poll*. San Diego. San Diego State University, Fall 1988.

The survey results are described in detail in the body of the report.

Contact

Russell Wright, Student Resource Center
San Diego State University
5300 Campanile Drive
San Diego, California 92182
(619) 594-5221

Focus Groups on Campus Climate

Issue

The California Postsecondary Education Commission undertook this project as part of its commitment to increasing educational equity in California higher education and in response to Assembly Bill 4071 (Vasconcellos, 1988), which asked the Commission to examine the feasibility of developing an assessment system to look at campus climate issues in California's institutions of higher education.

Because of the complexity of the issue involved, the Commission divided the project into three parts:

- In the first phase, it convened focus groups on eight campuses throughout California. It used these focus groups in order to identify issues, describe perceptions, and provide information on the elusive subject of campus climate and to foster unstructured discussion among campus members about issues surrounding their level of comfort and sense of inclusion in the campus community.
- As a result of the information garnered from the focus groups, the Commission developed three surveys -- for students, staff, and faculty -- that were field tested on ten campuses statewide.
- In the third phase of the project, the Commission prepared this resource guide

An advisory committee made up of students, administrators, and staff members from a variety of postsecondary institutions in California consulted with the Commission staff on the entire project.

Focus Group Participants

With the assistance of the advisory committee, the Commission staff invited as participants two campuses from each of the State's four major systems of higher education -- independent institutions, community colleges, the California State University, and the University of California. The eight campuses were Butte College; California State University, Northridge; Occidental College; San Francisco State University; Southwestern College, the University of California, Davis; the University of California, Irvine, and the University of Southern California.

The Commission sought to hold five focus groups on each of these campuses: three student focus groups -- one single racial-ethnic, one multi-racial-ethnic, and one specific to the character of the particular campus; one staff group made up of people from a variety of cultural backgrounds and genders who provide direct service to students, and one faculty group made up of faculty from all ranks, racial-ethnic groups, and genders who teach undergraduates.

Data Collection

In order to arrange the myriad details involved with the process, each campus designated a

campus liaison for the focus-group project. Each campus took responsibility for selecting students, faculty, and staff to participate in the focus groups, which were held in November 1989.

Each focus-group leader led the discussion by posing general ideas and questions to participants about seven areas of campus life: campus faculty, curriculum, academic support services, student life, campus image, campus leadership, and community involvement. Further, these leaders probed sub-topics within each of these areas.

Commission staff offered to provide participating campuses with basic summaries from the focus-group sessions, without identifying the focus group participants. Furthermore, campus administrators were assured that only generic findings that did not identify either the focus group participants or institutions would be presented in the Commission reports on the project.

Report

California Postsecondary Education Commission. *Toward an Understanding of Campus Climate: A Report to the Legislature in Response to Assembly Bill 4071 (Chapter 690, Statutes of 1988)*. Commission Report 90-19 Sacramento The Commission, June 1990.

General observations from the focus group discussions are presented, along with conclusions about the process, in the body of the report.

Contact

Penny Edgert, Educational Equity Coordinator
California Postsecondary Education Commission
1303 J Street, Fifth Floor
Sacramento, CA 95814-3985
(916) 322-8028

ANALYSIS OF INSTITUTIONAL DOCUMENTS

This methodology involves using existing institutional documents to examine campus climate. Among the documents that may be readily accessible on campus are: personal counseling interview records, information on students' academic performance typically maintained by a registrar's office, faculty and staff employment records, and exit interview protocols. Another source of existing information may be the self-study conducted by the institution as part of the accreditation process

Uses of the Methodology

- Discerning a campus' macro trends, as reflected by the past behavior of students, faculty, and staff;
- Connecting past behavior to attitudes and perceptions; and
- Examining trends and change over time.

Advantages of the Methodology

- Information is readily available and need not be collected. As such, the expenditure of resources -- financial and time -- may be minimized.
- Some measures may be available for the entire range of individuals in a particular constituency (i.e., students or faculty), rather than a sample.
- Some indices may be easily quantifiable.

Disadvantages of the Methodology

- This methodology reveals only past perceptions and behaviors as contrasted to a current assessment of the campus climate.
- The nature of the information is static. As such, it does not provide an opportunity to delve further into the information.
- The format of the information may not be readily amenable to analysis
- Because information was likely collected for other purposes, the scope of information may be too limited to contribute directly to an assessment of campus climate.

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Graduate and Professional School Applications, Admissions, and Enrollments

Issue

In an effort to improve enrollment of graduate- and professional-level students from historically underrepresented racial/ethnic groups (defined as African-Americans, Filipinos, Latinos, Native Americans, and some Asian groups for certain graduate programs) at the University of California, Davis, the Student Research and Information Office tracks students who apply, those who are admitted, and those who actually enroll in these post-baccalaureate programs. This particular study compares application, admission, and enrollment figures for Fall 1981 with figures from Fall 1988. Specifically, the study looks at (1) the admissions trends for graduate and professional school students at UCD, and (2) the numbers of students from historically underrepresented racial/ethnic backgrounds who have received bachelor's degrees in public California institutions compared to enrollment trends of these underrepresented students in UCD professional and graduate schools.

Results

The results indicate that from 1981 to 1988, the number of underrepresented students who applied to and enrolled in the graduate division at UCD increased. For UCD professional schools, applications decreased. But, for students from underrepresented groups, the number of applicants to professional schools did not decline as much as it did for other students, and admissions at UCD professional schools for students from underrepresented groups were up significantly.

Report

University of California, Davis. Student Research and Information Office. "Graduate and Professional School Applications, Admissions, and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis." *Research Synopsis No. 29*. Davis. University of California, Davis. April 1989.

Contact

Student Research and Information Office
University of California, Davis
Davis, California 95616
(916) 752-2000

The Idea of “Community” on College Campuses

Issue

Researchers at the Carnegie Foundation for the Advancement of Teaching sought to examine the idea of “community” on college and university campuses historically.

Problem

According to the authors, the amount of responsibility that instructors and administrators have over their students has changed dramatically over the years. During colonial times, for instance, instructors taught the “body, mind, and spirit” of the students. In the late 1800s to the mid 1900s, universities shifted their priorities somewhat but still had a fair amount of control over the social aspects of students’ lives.

Not until the 1960s did college life dramatically change. College administrators no longer had much control over students’ lives outside of the academic setting. Beginning in the 1960s, students lived in a much freer atmosphere, but a problem arose because “while colleges were no longer parents, no new theory of campus governance emerged to replace the old assumptions” (p. 5). The authors contend, however, that legislators, the courts, the public, and parents still expect college administrators and professors to take care of undergraduate students. Hence, the responsibility for students at universities at this in time is unclear.

Solution or Way to Deal with the Change

The researchers believe that in order to address that problem, colleges and universities should attempt to create a “more integrative vision of community” by integrating six principles, outlined by the authors, into the governance of universities. That is, college administrators and instructors should seek to create a purposeful, open, just, disciplined, caring, and celebrative community at their respective colleges. The authors believe that these principles of community can be used to provide a sense of community on campuses throughout the United States.

Report

Ernest L. Boyer and the Carnegie Foundation for the Advancement of Teaching. *Campus Life: In Search of Community*. Princeton, N J : The Princeton University Press, 1990.

The report is organized into six chapters, each describing one of the six principles of community named above. The authors cite numerous reports and studies to substantiate their ideas.

Contact

The Carnegie Foundation for the Advancement of Teaching
5 Ivy Lane, Princeton, New Jersey 08540
(609) 452-1780

PART TWO POOLS OF SURVEY ITEMS

A major part of the Commission's project on assessing campus climate involved designing and field testing items that colleges and universities can use to explore their environment through surveys. This second part of the Resource Guide describes the process that the Commission undertook in developing the pools of survey items, provides recommendations on the use of these item pools, and then lists the three pools -- one each for students, faculty, and staff.

Development of the Survey Item Pools

Seven major topic areas emerged as foci for an examination of campus climate from the focus-group discussions described on pages 2 and 91-92 above:

- Faculty;
- Curriculum;
- Academic Support;
- Campus Life;
- Campus Image;
- Campus Leadership; and
- Community Involvement.

Following up on the focus-group sessions, the staff of the Commission designed survey items to tap experiences, perceptions, attitudes, and feelings of institutional participants with respect to these topics. Members of the advisory committee to the project and representatives of the campuses on which the items were to be field tested reviewed the items in draft form, and the staff of the Commission revised the items prior to the field test.

Field Test of the Survey Items

The purpose of field testing the survey items was two-fold (1) to explore their appropriateness, relevance, and statistical validity; and (2) to revise them based on information obtained during the field test prior to their publication in this Resource Guide.

The statewide offices of the four major sectors of postsecondary education in California each identified campuses willing to participate in the field test of the survey items. Those campuses included two independent institutions, two campuses of both the California State University and the University of California, and four community colleges:

- California State University, Chico
- California State University, Long Beach
- Cerritos College
- Pomona College
- San Diego City College

- San Joaquin Delta College
- San Jose City College
- University of California, Berkeley
- University of California, San Diego
- University of the Pacific

The project's liaisons on these campuses identified students, faculty, and staff to invite to participate in the field test by using a set of criteria established by Commission staff in order to ensure an appropriate mix of respondents in terms of gender, race, ethnicity, discipline, campus longevity, and the like. Each of these potential respondents received a letter of introduction, signed on some campuses by an institutional official, inviting them to participate, and those respondents who then indicated they were interested in participating were sent a survey form. They, as well as institutional officials, were cognizant that the goal of this activity was to develop a set of appropriate and relevant items rather than to assess the existing climates on the campuses participating in the field test.

Analysis of the Field Test

The campuses returned approximately 300 completed surveys to the Commission, where they were analyzed to determine their validity statistically and to eliminate those items that failed to yield sufficient variability to remain in the pool.

In addition to statistical exploration of the items, Commission staff interviewed approximately 10 percent of the respondents at each institution in order to gather qualitative information about the items. Based upon both statistical analyses and these participant interviews, Commission staff revised the pool of items in a number of ways, including:

- Eliminating several items that were either statistically invalid or determined by interviewees to be inappropriate or irrelevant;
- Including items on topics identified as important but not covered in the field test,
- Refining item stems and response alternatives; and
- Modifying format.

The item pools that are included in the following pages of this Resource Guide reflect these revisions.

Recommendations for Using the Pools of Survey Items

The Commission offers eight recommendations to practitioners in using these survey item pools for assessing their campus climates.

1. *Select those items that are most appropriate to your institution's missions, values, and circumstances.* Because these pools were developed from a statewide perspective, an entire pool is undoubtedly too extensive for use by a campus. For example, items pertaining to the importance of research in the faculty item pool may not be appropriate for use at a community college or liberal arts institution. Rather, a campus should choose from these pools those items in combinations and permutations which are most suitable to its unique situation and supplement this pool with items specific to its circumstances.

2. *Select some items from each of the major topic areas:* While institutional missions vary among colleges and universities, a comprehensive assessment of campus climate should include, at a minimum, perceptions about the topics that were identified during the focus-group phase of the Commission's study: faculty, curriculum, academic support, campus life, campus image, campus leadership, and community involvement
3. *Explain to the campus the purposes and uses of the items* In a cover letter or on the first page of the survey, a campus should explicate the reasons for conducting the survey and the ways in which the responses will be analyzed, used, and conveyed. Moreover, campuses should discuss issues of confidentiality and anonymity in a candid manner (For more information on the importance of this issue, please refer to pages 17-23 of *Assessing Campus Climate*.)
4. *Clarify reference points for the respondent:* On those campuses where individual identification with the institution at large is less central than identification with a division, college, or some other unit of the institution, specification of a reference point for respondents is essential. For example, most institutional participants on the University of California campuses in San Diego or Santa Cruz may place greater significance on the college of which they are a part than the institution as a whole. As such, specification of the referent in the item -- college or institution -- may ease any conflicting identity issues for the respondents and ensure a certain level of consistency among them.

Another area in which it may be important to clarify a reference point revolves around respondents from mixed racial or ethnic backgrounds. Because the focus of these items tends to be issues related to race and ethnicity, participants from mixed racial and ethnic backgrounds may need guidance in responding to these items. The Commission has no specific recommendations about ways in which to guide these respondents, but simply acknowledging the potential difficulty for participants from mixed backgrounds in responding to these items may, in itself, be beneficial.

5. *Adapt items to explore various aspects of diversity.* The Commission's study was guided by legislation focusing on gender, racial, and ethnic issues. However, the items presented in this guide may be easily adaptable to examine perceptions related to sexual orientation, age, or the nature and extent of a disability
6. *Provide opportunity for respondents to give extensive information* One of the difficulties with surveys is their restrictiveness. Either at the end of each of the survey's major section or at the conclusion of the survey, respondents should be invited to express their perceptions in an open and non-restrictive manner through an essay or another unstructured means.
7. *Supplement a survey with other methodologies:* To be sure, surveys can be beneficial in eliciting information. However, the perceptions gathered through this methodology, like any single approach, needs to be complemented by information assembled in a different manner. Part One of this guide discusses other possible methodological approaches -- along with their strengths and weaknesses -- that can supplement and complement the survey technique.
8. *Prepare to assess campus climate on a periodic basis:* To maximize the benefits from assessing its environment, the institution should plan to repeat this activity on a regular basis in order to examine changes in perceptions over time. Conducting an assessment on a

one-time basis may only heighten anxiety at the same time that it lessens the benefits that can be derived from regular explorations of institutional participants' perceptions of their environment.

Summary

The Commission presents these item pools in order to assist institutions in assessing their climates. As such, they are not intended to represent the universe of issues to be explored nor are they finite sets of items. Rather, they are intended to be a beginning -- should a college or university decide to adapt them to its situation -- in designing an assessment system whose ultimate purpose is the development of campuses in which both equity and quality flourish for all participants -- be they students, faculty, staff, or administrators.

ITEMS FOR STUDENTS

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General Section

1. Please describe your reasons for attending this college or university. (One paragraph only. If you need to, please use the back of this page.)
2. Please describe your level of satisfaction with this college or university (One paragraph only. If you need to, please use the back of this page.)

Choosing a College or University

Everyone chooses a college or university for different reasons. We are interested in knowing why you chose this campus. Below you will find a list of possible reasons for enrolling here.

1. This campus appealed to me because.
(Please check all the reasons why you chose this campus)

- ☐ I had friends who were students here.
- ☐ Family members wanted me to enroll here
- ☐ A counselor recommended this campus
- ☐ The college literature was interesting and inviting.
- ☐ The campus' academic reputation was excellent
- ☐ The campus' social reputation was excellent.
- ☐ The campus had the field of study that I wanted.
- ☐ The location of the campus met my needs.
- ☐ My financial circumstances necessitated that I attend this campus.
- ☐ I visited and liked the campus.
- ☐ I liked the size of the campus.
- ☐ Other reasons (Please specify)

Now we would like to know what skills you expected to gain while on this campus.

2. Please check the response that indicates the level of importance that you gave to each of the following possible expectations for choosing this college or university

I expected to

- | | Very Important | Important | Neutral | Unimportant | Very Unimportant | Does Not Apply / No Opinion |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| get a college degree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| learn skills to get a job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| increase my earning potential | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| develop a better understanding of the world and the people in it. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| further my career prospects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| broaden my interests | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| develop my intellectual skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| learn more about other racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| develop my social skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| gain knowledge to pursue a graduate degree | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| learn more of women's contribution to knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| make lifelong friends and acquaintances | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| learn more about my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| develop skills to interact with people from other racial-ethnic groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| gain other skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (Please specify) | | | | | | |

3. Please describe your perceptions of this campus *prior to enrolling* here. (For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

Interaction with Faculty

As a student, probably you have had professors who were very supportive and professors who were less helpful than you would have liked. We would like to learn about various experiences that you may have had on campus with professors.

1. I have taken classes from professors who are: (Please check all that apply)

- ☐ African-American/Black
- ☐ American Indian/Native American
- ☐ Asian/Pacific Islander
- ☐ Chicano/Latino/Hispanic
- ☐ White/Caucasian
- ☐ Women
- ☐ Men

Please indicate if you have had each of the following experiences since coming to this college or university.

- | | | | |
|----------|---|--------------------------|--------------------------|
| 2 | I interact with my professors: | Yes | No |
| | in class. | <input type="checkbox"/> | <input type="checkbox"/> |
| | out of class on an one-to-one basis | <input type="checkbox"/> | <input type="checkbox"/> |
| | out of class on a group basis | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | I get personal attention from: | | |
| | all professors | <input type="checkbox"/> | <input type="checkbox"/> |
| | professors of my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> |
| | professors of racial-ethnic groups other than mine. | <input type="checkbox"/> | <input type="checkbox"/> |
| | professors of my sex. | <input type="checkbox"/> | <input type="checkbox"/> |
| | professors of my opposite sex. | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

- | | | | | |
|-----------|---|--------------------------|--------------------------|--|
| 4 | Interacting with my professors is easy when I | Yes | No | Don't
Know / Not
Applicable |
| | schedule individual appointments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | make contributions in class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | arrange to discuss issues outside of class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | seek advice on my educational and career goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | need help with materials taught in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | My professors appear to be sensitive to the needs of students. | | | |
| | in general. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | of their sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | of the opposite sex to them. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | of my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | of their racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | of racial-ethnic groups other than theirs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

- | | Yes | No | Don't Know / Not Applicable |
|---|--------------------------|--------------------------|-----------------------------|
| 6. My professors act as though they think the students prepared for college-level work on campus are: | | | |
| all those enrolled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who meet specific admissions requirements _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who are outstanding scholars | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their own sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their opposite sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from both sexes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from racial-ethnic groups other than mine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from their racial-ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from all racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. My professors act as though the students that they are most pleased to see on campus are: | | | |
| all those enrolled. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who meet specific admissions requirements _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who are outstanding scholars. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their own sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from both sexes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from my racial-ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from racial-ethnic groups other than mine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from their racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from all racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. My professors act as though the students that they are most comfortable teaching on campus are: | | | |
| all those enrolled on the campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who meet specific admissions requirements _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who are outstanding scholars. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their own sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from both sexes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from racial-ethnic groups other than mine | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from their racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from all racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The Curriculum

This campus offers a wide variety of courses. We are interested in your perception of the quality and variety of materials, information and subjects discussed in your courses here. Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

	Almost Always Frequently	Sometimes	Rarely	Almost Never	Not Applicable / No Opinion
1 Relevant topics to me have been taught by professors of:					
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a racial-ethnic group other than mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Relevant topics specifically to women have been discussed in classes in.					
various departments throughout the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the Women's Studies Department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Relevant topics to students from specific racial-ethnic groups have been discussed in:					
various departments throughout the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the Ethnic Studies Department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My professors incorporated into their classes materials that acknowledge the contributions of					
people from a variety of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
materials that acknowledge the contributions of women. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
various methods of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Multiple viewpoints on race or ethnicity are discussed:					
in various departments throughout the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in the Ethnic Studies Department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if introduced by professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if introduced by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
with reluctance by professors and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
with enthusiasm by professors and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Multiple viewpoints on issues of gender are discussed:					
in various departments throughout the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in the Women's Studies Department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if introduced by professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
if introduced by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
with reluctance by professors and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
with enthusiasm by professors and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic Support

This campus provides a variety of academic support services for all students. We want to learn of the kinds of academic support you have received on this campus. Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/ Not Applicable."

	Yes	No	Don't Know / Not Applicable
1. My academic advisor is:			
a professor in my department or college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the chair of my department or college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a secretary in my department or college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an advisor in the advising office.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a staff member in a specific program (i.e., EOP or EOPS). _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My academic advisor:			
helps me to select appropriate level courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provides relevant information about career options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
makes me aware of campus resources, particularly support services. _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Campus orientation programs gave me information on.			
special programs and support services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
academic requirements for graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the process for obtaining financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
social opportunities available on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the diversity of the campus student body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
living arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ways of interacting with people from backgrounds different from mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 I have participated in study groups on campus developed by			
classroom professors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
academic counselors or advisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
classmates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the learning center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus programs (i.e., EOP or EOPS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Campus people who have assisted me to reach goals are :			
academic counselors and advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professors in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professors from whom I have taken courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professors in my field of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
general campus program personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
special program personnel (i.e , EOP or EOPS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching assistants or instructional aides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
others (please specify _____)			

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
1. Campus people who have assisted me are primarily from:			
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a racial-ethnic group other than mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the opposite sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Financial aid is:			
essential for me to attend college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
distributed fairly on this campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adequate to meet my needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
an office on this campus which helps students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
given to students on this campus solely on the basis of need _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
given to students on this campus only who deserve it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
given to students only from specific racial-ethnic groups. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable / No Opinion
1. When needed, I receive help on campus with:						
academic problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personal problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
financial problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. When I have difficulty with courses, campus tutors are:						
readily available to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
available to all students on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
available through the general campus (i.e., learning center) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
available through a specific program (i.e., EOP or EOPS).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of my educational development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Life

A major part of a student's college experience involves getting to know other people. In this section, we want to learn about your participation and involvement with other students here.

1. Approximately what percent of the students at this college or university are:
- | | Less than 10% | 10%-25% | 25%-50% | 50%-75% | Over 75% | Don't Know |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Asian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Black | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Latino | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Native American /American Indian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| White | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
2. Approximately what percent of your friends at this college or university are:
- | | Less than 10% | 10%-25% | 25%-50% | 50%-75% | Over 75% | Don't Know |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Asian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Black | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Latino | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Native American /American Indian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| White | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate if you have had each of the following experiences since coming to this college or university.

- 3 I feel a part of the campus because:
- | | Yes | No |
|---|--------------------------|--------------------------|
| I participate in campus activities related to my culture. | <input type="checkbox"/> | <input type="checkbox"/> |
| I participate in various activities and clubs | <input type="checkbox"/> | <input type="checkbox"/> |
| I am a member of a fraternity or sorority | <input type="checkbox"/> | <input type="checkbox"/> |
| my language and dress "fit in." | <input type="checkbox"/> | <input type="checkbox"/> |
| elected student leaders represent my point of view | <input type="checkbox"/> | <input type="checkbox"/> |
| students from a variety of racial-ethnic groups interact well _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| I am a student leader. | <input type="checkbox"/> | <input type="checkbox"/> |
| Specific campus areas serve as a "comfort zone" for me | <input type="checkbox"/> | <input type="checkbox"/> |
- 4 I have discussed topics related to race or ethnicity with someone of:
- | | Yes | No |
|----------------------------|--------------------------|--------------------------|
| my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> |
| other racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> |
| my sex. | <input type="checkbox"/> | <input type="checkbox"/> |
| the opposite sex. | <input type="checkbox"/> | <input type="checkbox"/> |
- 5 I have discussed women's issues with someone of:
- | | Yes | No |
|-----------------------------|--------------------------|--------------------------|
| my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> |
| other racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> |
| my sex. | <input type="checkbox"/> | <input type="checkbox"/> |
| the opposite sex | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

- | | Yes | No | Don't Know / Not Applicable |
|--|--------------------------|--------------------------|-----------------------------|
| 6. When I interact on campus with students from other racial-ethnic groups, it is through: | | | |
| my classes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| study groups in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| study sessions outside of class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| social activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| dates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| campus residence halls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| off-campus living arrangements. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| recreational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| my campus job. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

- | | Almost Always | Frequently | Sometimes | Rarely | Almost Never | Not Applicable / No Opinion |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 7. Campus student organizations in which I participate: | | | | | | |
| interact positively with other campus organizations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| create divisions here | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| give me a sense of belonging | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| represent my point of view | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I am pressured by students of my racial-ethnic group to: | | | | | | |
| study only with students of my group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| socialize only with students of my group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| date only students from my group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| participate in campus activities related to my group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| "hangout" in specific campus areas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Campus Life

We want to learn about the experiences that you have had generally on this campus. Please indicate if you have had the following experiences since coming to this college or university, or if not, please check the category "Don't Know /Not Applicable."

	Yes	No	Don't Know / Not Applicable
1. When I am treated politely on campus, it is generally by:			
professors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of all racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
both male and female students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching assistants/instructional assistants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus personnel from specific offices. (Please specify: _____)			
2. When I am treated rudely on campus, it is generally by:			
professors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of all racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
both male and female students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching assistants/instructional assistants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus personnel from specific offices. (Please specify: _____)			
3. I have seen or heard about campus events where			
specific racial-ethnic groups are portrayed positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
specific racial-ethnic groups are portrayed negatively _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
women in general are portrayed positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
women in general are portrayed negatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men in general are portrayed positively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men in general are portrayed negatively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have seen or heard about racist behavior initiated by			
campus personnel of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus personnel of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professors of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professors of other racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people from the community surrounding the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
5. I seen or heard about sexist behavior initiated by.			
campus personnel of my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus personnel of the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professors of my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professors of the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people from the community surrounding the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have seen on campus.			
books in the library written from a variety of racial, ethnic, or cultural viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
textbooks in the bookstore written from a variety of racial, ethnic, or cultural viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
art reflecting various racial-ethnic cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
negative graffiti about women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
negative graffiti about certain racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Campus activities in which I participated that have increased my sensitivity to other racial-ethnic groups are:			
informal discussions with others on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orientation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conferences and workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
special events (cultural celebrations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays or movies .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
concerts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
athletic events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
others (Please specify: _____)			
8. Campus activities in which I participated that have increased my sensitivity to women issues are.			
informal discussions with others on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orientation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conferences and workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
special events (cultural celebrations, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays or movies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
concerts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
athletic events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
others (Please specify: _____)			

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

- 9 I see materials in campus media that increase my understanding of individuals based on:

their race or ethnicity
 their sex
 their academic preparation for college.
 whether they met specific admissions requirements.
 other reasons (Please specify: _____)

Almost Always
 Frequently
 Sometimes
 Rarely
 Almost Never
 Not Applicable /
 No Opinion

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

10. I see materials in campus media in which individuals are stereotyped based on:

their race or ethnicity.
 their sex.
 their academic preparation for college.
 whether they met specific admissions requirements.
 other reasons (Please specify: _____)

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

11. Campus police force members respond to students by

assisting all students.
 assisting those from their own racial-ethnic groups
 assisting those from racial-ethnic groups other than their own. _____
 harassing us.
 harassing those from their own racial-ethnic groups
 harassing those from racial-ethnic groups other than their own. _____

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

12. If I have felt discriminated against on the campus, it is because of:

my race or ethnicity
 my sex.
 whether I have met specific admissions requirements
 other reasons (Please specify _____)

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

- 13 If I have felt discriminated against on the campus, it is by:

campus personnel
 professors
 students
 teaching assistants/instructional assistants.
 people in the surrounding community

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

14. If I have felt discriminated against on the campus, it is by people of:

my racial-ethnic group.
 other racial-ethnic groups
 my sex.
 the opposite sex.

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

Please describe an incident of discrimination that you experienced on this campus on the back of this page.

The Surrounding Community

Oftentimes, the community in which a campus is located can have a major impact on a student's college experiences. We are interested in learning your feelings about the immediate area in which your campus is located. (Please note: To add greater clarity to this question, the name of the local area surrounding the campus should be identified in this section and included in each question that refers to "local community").

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

- | | Almost Always | Frequently | Sometimes | Rarely | Almost Never | Not Applicable / No Opinion |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 1. The local community surrounding this campus responds to me generally by: | | | | | | |
| being receptive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| accommodating my needs and interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hiring me to work in its businesses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| resenting my presence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The local community surrounding this campus responds to students from racial-ethnic groups other than mine by: | | | | | | |
| being receptive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| accommodating their needs and interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hiring them to work in its businesses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| resenting their presence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Members of the police force in the local community respond to campus students by: | | | | | | |
| assisting all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| assisting those from their own racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| assisting those from racial-ethnic groups other than their own _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| harassing us. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| harassing those from their own racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| harassing those from racial-ethnic groups other than their own. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The campus supports students through | | | | | | |
| speaking on our behalf in the local community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| encouraging the local community to accommodate the needs of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| encouraging the local community to accommodate the needs of students from various racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| involving students' families in its campus activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other ways (Please specify. _____) | | | | | | |

Satisfaction with the Campus

Now the survey asks about your level of satisfaction and your general impression of this campus since enrolling here.

1. Please indicate your level of satisfaction with the progress you have made in each of the following areas:

getting a college degree.

learning skills to enter the job market.

increasing my earning potential.

developing a better understanding of the world and the people in it. _

furthering my career prospects.

broadening my interests.

developing my intellectual skills.

learning about various racial-ethnic groups

developing social skills

gaining knowledge to pursue a graduate degree

learning of women's contributions to knowledge.

making lifelong friends and acquaintances.

learning about my racial-ethnic group.

developing skills to interact with people from various racial-ethnic groups.

gaining other skills (Please specify: _____)

Very Satisfied
Satisfied
So-So
Dissatisfied
Very Dissatisfied
Not Important
Does Not Apply/
No Opinion

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate your level of satisfaction with each of the following aspects of this campus:

academic advisors/counselors.

academic support.

campus life.

career planning and placement services

child care assistance

curriculum.

financial aid

housing services

professors

special programs (EOP or EOPS).

student life.

surrounding community.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate your level of satisfaction with the opportunities available for you on campus to:

learn about various cultures (e.g., Black History Month, International Women's Month, etc.).

discuss issues in orientation programs related to cultural differences among racial-ethnic groups

receive campus assistance when I am discriminated against because of my race, ethnicity, or sex.

Very Satisfied
Satisfied
So-So
Dissatisfied
Very Dissatisfied
Not Important
Does Not Apply
No Opinion

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

4. Please indicate your level of satisfaction with the opportunities available for professors and campus personnel to:

be evaluated on the basis of the help they give to students from various racial-ethnic groups.

become more aware of needs of students from various racial-ethnic groups.

become more involved in issues of race, ethnicity, and sexual equality

become campus leaders if they are women.

become campus leaders irrespective of their racial-ethnic background

be hired from the entire spectrum of racial-ethnic groups. _____

be hired from racial-ethnic groups currently scarce on campus _____

be hired from my racial-ethnic group.

be sensitive to the needs of students from my racial-ethnic background

be women

be sensitive to women students.

be sensitive to the needs of all students.

promote the development of everyone's competence.

develop their skills and knowledge.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

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☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

(continued)

5. Please describe your perceptions of this campus *since enrolling* here (For each pair of adjectives, please circle the X closest to your word for describing this campus)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

6. Please describe your feelings about how you are viewed on this campus. (For each pair of adjectives, please circle the X closest to your feeling about how you are viewed on this campus.)

Respected	X	X	X	X	X	Disrespected
Resented	X	X	X	X	X	Admired
Successful	X	X	X	X	X	Unsuccessful
Intelligent	X	X	X	X	X	Unintelligent
Demeaned	X	X	X	X	X	Valued
Appreciated	X	X	X	X	X	Worthless
Encouraged	X	X	X	X	X	Discouraged
Weak	X	X	X	X	X	Strong
Hard-Working	X	X	X	X	X	Lazy
Tolerated on Campus	X	X	X	X	X	Integral to the Campus

Attitudes

Now the survey asks your opinion on various educational issues, particularly as related to your experience at this college or university. Please check the response that indicates the level of your agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply / No Opinion
1. I prefer to take classes from professors who are:						
knowledgeable about the class subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
good teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from other racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from the opposite sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. As many general education courses as possible should include information on.						
research related specifically to women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the contributions of women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
research related to a variety of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the contributions of various racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interacting positively with people from a variety of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
multiple viewpoints on a particular topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Special programs and policies:						
are necessary to attract students to campus from a variety of racial- ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
often result in the hiring of professors and college personnel who lack adequate qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lead to resentment among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lead to resentment among professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enhance the quality of the student body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reduce the prestige of the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lead to admission of underprepared students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
are necessary for professors to be representative of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
are necessary for a campus to reflect the mix of racial-ethnic groups in the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help to create a positive campus environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide educational opportunities for students who have potential for college but do not meet specific admissions requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Does Not Apply / No Opinion |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 4. A high priority on this campus should be that: | | | | | | |
| students from a variety of racial-ethnic groups interact positively with each other. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| academic quality be maintained. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| goals be met with respect to the recruitment of students from a variety of racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| maintenance of academic quality and recruitment of students from a variety of racial-ethnic groups be compatible goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Students on this campus who are most underprepared academically for college are: | | | | | | |
| of my racial-ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| of a racial-ethnic group other than mine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| of my sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| of my opposite sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from all racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| of both sexes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Obstacles to achieving gender balance on this campus with respect to the faculty and staff are: | | | | | | |
| the scarcity of women faculty who are interested in teaching on this campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the scarcity of qualified women | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of campus interest in recruiting women | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| difficulty of retaining qualified women. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| absence of women in high administrative positions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of desire on the part of the faculty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Obstacles to achieving racial-ethnic balance on this campus with respect to the faculty and staff are: | | | | | | |
| the scarcity of faculty from these groups who are interested in teaching on this campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the scarcity of qualified faculty from these groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of interest in recruiting faculty from these groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| difficulty of retaining qualified faculty from these groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| absence of top administrators from these groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of desire on the part of the faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Demographic Background

Please share some information with us about your personal and educational background by checking the response that applies to you or by filling in the blanks on the questions below.

1. I am from the following racial-ethnic background. (If you are from a multi-racial or multi-ethnic background, please check all that apply).

- ☐ American Indian/Native American (Please specify tribe: _____)
- ☐ Black/African-American/African
- ☐ Chinese/Chinese-American
- ☐ Cuban/Cuban-American
- ☐ Filipino/Pilipino/Filipino-American
- ☐ Japanese/Japanese-American
- ☐ Mexican-American/Chicano
- ☐ Pacific Islander (Please specify island group: _____)
- ☐ Pakistani/East Indian
- ☐ Puerto Rican
- ☐ White/Caucasian, including Middle Eastern (If you identify with a specific ethnic group, please specify: _____)
- ☐ Other Asian, excluding Middle Eastern (Please specify: _____)
- ☐ Other Latin/Central American (Please specify: _____)
- ☐ Other (Please specify: _____)

2. The highest educational level obtained by each of my parents was: (Please check the appropriate space for each parent)

	Father	Mother
Some high school work	<input type="checkbox"/>	<input type="checkbox"/>
Completed high school.	<input type="checkbox"/>	<input type="checkbox"/>
Some college work.	<input type="checkbox"/>	<input type="checkbox"/>
Received an associate's degree	<input type="checkbox"/>	<input type="checkbox"/>
Received a bachelor's degree	<input type="checkbox"/>	<input type="checkbox"/>
Some graduate work.	<input type="checkbox"/>	<input type="checkbox"/>
Received a teaching credential	<input type="checkbox"/>	<input type="checkbox"/>
Received a masters degree	<input type="checkbox"/>	<input type="checkbox"/>
Received a law degree (J D), medical degree (M D), or Ph D	<input type="checkbox"/>	<input type="checkbox"/>
I don't know.	<input type="checkbox"/>	<input type="checkbox"/>

3. My age is ____.
4. My sex is. ☐ Female ☐ Male
5. My primary language is:

6. I currently live:
- ☐ with my parent(s) or relative(s).
 - ☐ in a residence hall.
 - ☐ in an apartment on campus.
 - ☐ in other student housing
 - ☐ under other circumstances (Please specify: _____)
7. While attending this campus, I have lived: (Please check all that apply.)
- ☐ with my parent(s) or relative(s).
 - ☐ in a private home, apartment, or room.
 - ☐ in a fraternity or sorority house.
 - ☐ in a dormitory or residence hall with one or more roommates.
 - ☐ in an apartment with one or more roommates.
 - ☐ in a residence hall alone.
 - ☐ in an apartment alone.
 - ☐ in married student housing
 - ☐ with my spouse.
- 8 I am currently a:
- ☐ freshman
 - ☐ sophomore
 - ☐ junior.
 - ☐ senior.
 - ☐ graduate student.
9. I am currently taking ____ course units.
- 10 I currently work ____ hours per week
11. My major or intended field of study is:
12. I have attended other colleges and universities ☐ Yes ☐ No (if so, please name them.)
- 13 My educational goals are: (Please check all that apply.)
- ☐ specific courses (no degree plans)
 - ☐ vocational certificate.
 - ☐ associate's degree.
 - ☐ bachelor's degree
 - ☐ masters degree.
 - ☐ professional degree (J D , M D , etc).
 - ☐ Ph D. or other doctoral degree.
 - ☐ undecided.
 - ☐ other (Please specify _____)

14 I participate in the following campus organizations, teams, or clubs: (Please check all that apply.)

- ☐ activity-specific organization (for example, Debate Team or Chess Club).
- ☐ athletic team (for example, volleyball, football).
- ☐ discipline-specific club (for example, Math Club or History Club).
- ☐ fraternity or sorority.
- ☐ intramural sports team.
- ☐ musical or theater group.
- ☐ political club.
- ☐ racial-ethnic organization (for example, MEChA or Black Student Union).
- ☐ student government.
- ☐ others (Please specify: .)

Thank you for your assistance.

ITEMS FOR FACULTY

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General Section

1. Please describe your reasons for becoming a faculty member at this college or university (One paragraph only. If you need to, please use the back of this page.)
2. Please describe your level of satisfaction with this college or university. (One paragraph only. If you need to, please use the back of this page.)

Choosing a College or University

Everyone chooses a college or university for different reasons. We are interested in knowing why you chose to be a faculty member at this campus. Below you will find a list of possible reasons for deciding to work here.

1 This campus appealed to me because:

(Please check all your reason why you chose this campus)

- ☐ I had friends and colleagues who were faculty members here
- ☐ The student body was racially and ethnically diverse.
- ☐ The faculty was racially and ethnically diverse.
- ☐ The academic quality of the student body was excellent.
- ☐ The campus' academic reputation in general was excellent
- ☐ The campus' academic reputation in my department was excellent.
- ☐ The campus' social reputation was excellent.
- ☐ The location of the campus met my needs.
- ☐ The campus had the resources and facilities that I needed for my work.
- ☐ The compensation package was attractive.
- ☐ I visited and liked the campus
- ☐ I liked the mission of the campus.
- ☐ Other reasons. (Please specify)

Now we would like to know what your expectations were when you chose to become a faculty member on this campus.

2. Please check the response that indicates the level of importance that you gave to each of the following possible expectations for choosing to work at this college or university

I came to this campus because I expected to:

- | | | Very Important | Important | Neutral | Unimportant | Very Unimportant | Does Not Apply / No Opinion |
|--|-------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| pursue research interests collaboratively with other faculty members. | _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| pursue my research interests using facilities and equipment here | _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| teach academically superior students | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| teach students from the entire spectrum of racial-ethnic groups | _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| teach students who could benefit from my instruction. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| participate in community service activities of interest to me | _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| obtain financial support to pursue my research interests. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| increase the number of students from the entire spectrum of racial-ethnic groups | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| enjoy academic freedom through a structure of shared governance. | _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| become involved in the work of the Academic Senate | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| gain in other respects. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- (Please specify: _____)

3. Please describe your perceptions of this campus *prior to becoming a faculty member here*.
(For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

Faculty Life

We would like to learn about various experiences that you may have had on campus with respect to your departmental and campus faculty colleagues.

- 1 Please check the response that indicates the approximate number of hours in a typical week that you spend on each of these activities

	None	Under 3	6-8	9-12	13-17	Over 17
preparing for and teaching classes or labs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
holding office hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grading papers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advising undergraduates on academic matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advising graduates on academic matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advising students on personal matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
serving on campus committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
working on research or reading in my field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
chairing or serving on thesis or dissertation committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
handling administrative matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making presentations on and/or off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking to faculty about gender, race or ethnicity issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking to students about issues of gender, race, or ethnicity. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
volunteering my services in the surrounding community. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
2. My teaching skills are:			
understood by faculty colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
appreciated by faculty colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
judged on relevant academic criteria by colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My research is:			
understood by faculty colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
appreciated by faculty colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
judged on relevant academic criteria by colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In comparison to my faculty colleagues:			
I spend more time providing service to the campus (such as by advising students and serving on committees).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spend less time pursuing my academic interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I serve on more campus committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more involved with the Academic Senate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
5 In tenure and promotion decisions on this campus:			
I have sufficient opportunities to meet with my chair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive adequate mentoring to succeed here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive adequate advice on tenure and promotion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my service to the campus is considered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my colleagues make clear their expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promotional standards are clearly defined across all levels (e.g , department, College, Senate committees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty openly critical of the administration have no cause to feel retribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
it is based primarily on research productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
it is based primarily on teaching excellence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
it is based primarily on public service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
it is based primarily on enhancing the success of students from the groups traditionally underrepresented in higher education _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty openly critical of the administration have cause to feel retribution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 My relationship with other faculty is:			
conducive to my professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
based upon a common set of interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uncomfortable with those of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uncomfortable with those of my opposite gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comfortable with those of my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comfortable with those of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
primarily through Academic Senate committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There is adequate information to orient new faculty on this campus to:			
the campus in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
departmental policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the nature of the student body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the mission of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My relationship with other faculty includes:			
team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collaborative research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personal acquaintanceships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
social interaction on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
social interaction off campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
9. I feel pressure on this campus to:			
socialize only with people of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participate in campus activities related to my culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do research related to my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
do research related to my gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be a spokesperson for my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
represent my racial-ethnic group on campuswide committees _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
represent my gender on campuswide committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be a spokesperson for my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not do research related to my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not do research related to my gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I collaborate professionally with faculty of:			
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I interact socially with faculty of:			
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Professional development activities are available on the campus for:			
tenured faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tenure-track faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
non-tenure track faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lecturers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty from backgrounds traditionally underrepresented on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My faculty colleagues include professors who are: (Please check all that apply)			
<input type="checkbox"/> African-American/Black			
<input type="checkbox"/> American Indian/Native American			
<input type="checkbox"/> Asian/Pacific Islander			
<input type="checkbox"/> Chicano/Latino/Hispanic			
<input type="checkbox"/> White/Caucasian			
<input type="checkbox"/> Women			
<input type="checkbox"/> Men			

Please indicate your general perception about faculty members on your campus.

14. Faculty who are engaged in activities to promote the education of students from racial-ethnic groups historically underrepresented in higher education are:
- | | Yes | No | Don't Know / Not Applicable |
|---|--------------------------|--------------------------|-----------------------------|
| seldom promoted to tenure rank. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| given release time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| overburdened with committee assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selected to be administrators. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| rewarded financially. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| asked to work in programs that serve those student groups only. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selected only to satisfy affirmative action guidelines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| chosen to represent the campus in the local community. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| given non-financial rewards on campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| stigmatized by their colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| often promoted to tenure rank. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
15. Faculty act as though they think the students prepared for college on campus are:
- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| all those enrolled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who meet specific admissions requirements. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who are outstanding scholars. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their own sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their opposite sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from both sexes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from racial-ethnic groups other than mine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from their racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from all racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
16. Faculty act as though the students that they are most pleased to see on campus are:
- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| all those enrolled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who meet specific admissions requirements. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who are outstanding scholars | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their own sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from both sexes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from racial-ethnic groups other than mine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from their racial-ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from all racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate your general perception about faculty members on your campus.

	Yes	No	Don't Know / Not Applicable
17. Faculty act as though the students that they are most comfortable teaching on campus are:			
all those enrolled on the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only those who meet specific admissions requirements. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only those who are outstanding scholars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only those of their own sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only those of their opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from both sexes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only those from my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only those from racial-ethnic groups other than mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only those from their racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from all racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Faculty on campus generally incorporate.			
material acknowledging women's societal contributions _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
material acknowledging societal contributions made by the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
multicultural perspectives on issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Faculty on this campus act as though they are:			
aware of the importance of teaching students from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aware of the difficulties that students from specific racial-ethnic groups may face in succeeding in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of students from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of women students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
willing, when appropriate, to incorporate racial, ethnic, and gender perspectives into their courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
willing to mentor students from the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
willing to mentor women students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Faculty regard campus programs for students from backgrounds traditionally underrepresented in higher education as			
remedial in nature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
critical to the institution's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
effective educationally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a drain on institutional resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assisting only students underprepared for college work _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a stigma on the institution's prestige.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interaction with Students

In this section, we want to learn about your role as a teacher of students on this campus.

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
1. I advise students who are of:			
my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I mentor students who are of:			
my gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The students I teach who are most prepared for college tend to be:			
women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unable to be classified in terms of a particular gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of a racial-ethnic group other than mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unable to be classified in terms of a particular racial-ethnic group ____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 The students I teach who are least prepared for college tend to be			
women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unable to be classified in terms of a particular gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of a racial-ethnic group other than mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unable to be classified in terms of a particular racial-ethnic group. ____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My courses incorporate:			
material acknowledging women's societal contributions _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
material acknowledging societal contributions made by the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
multicultural perspectives on issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
6. I discuss issues in my courses relevant to students of:			
my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I collaborate professionally with students of:			
my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Campus Life

A major part of a faculty member's life on campus involves getting to know other people, including faculty colleagues, campus administrators and staff, and students. In this section, we want to learn about your participation and involvement with other campus participants.

- 1 Approximately what percent of the students on this campus are:
- | | Less than
10% | 10%-25% | 25%-50% | 50%-75% | Over 75% | Don't
Know |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Asian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Black | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Latino | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Native American /American Indian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| White | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 2 Approximately what percent of the faculty on this campus are:
- | | Less than
10% | 10%-25% | 25%-50% | 50%-75% | Over 75% | Don't
Know |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Asian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Black | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Latino | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Native American /American Indian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| White | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 3 Approximately what percent of the faculty in your department are:
- | | Less than
10% | 10%-25% | 25%-50% | 50%-75% | Over 75% | Don't
Know |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Asian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Black | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Latino | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Native American /American Indian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| White | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
4. Approximately what percent of the staff on this campus are:
- | | Less than
10% | 10% 25% | 25%-50% | 50%-75% | Over 75% | Don't
Know |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Asian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Black | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Latino | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Native American /American Indian | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| White | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

We want to learn about the experiences that you have had generally on this campus. Please indicate if you have had the following experiences since coming to this college or university, or if not, please check the category "Don't Know /Not Applicable."

	Yes	No	Don't Know / Not Applicable
5 When I am treated politely on campus, it is generally by:			
faculty of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of all racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of my sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of my opposite sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
both male and female faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people from the community surrounding the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
specific campus administrators or personnel (Please specify _____)			
6. When I am treated rudely on campus, it is generally by:			
faculty of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of all racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of my opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
both male and female faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people from the community surrounding the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
specific campus administrators or personnel (Please specify _____.)			
7 I have seen or heard about campus events where:			
specific racial-ethnic groups are portrayed positively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
specific racial-ethnic groups are portrayed negatively. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
women in general are portrayed positively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
women in general are portrayed negatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men in general are portrayed positively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men in general are portrayed negatively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have seen or heard about racist behavior initiated by:			
campus personnel of my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus personnel of other racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of other racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people from the community surrounding the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
9. I have seen or heard about sexist behavior initiated by:			
campus personnel of my sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus personnel of the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people from the community surrounding the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have seen on campus:			
books in the library written from a variety of racial, ethnic, or cultural viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
textbooks in the bookstore written from a variety of racial, ethnic, or cultural viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
art reflecting various racial-ethnic cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
negative graffiti about women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
negative graffiti about certain racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Campus activities in which I participated that have increased my sensitivity to other racial-ethnic groups are:			
informal discussions with others on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orientation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conferences and workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
committee assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
special events (cultural celebrations, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays or movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
concerts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
athletic events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
others (Please specify: _____)			
12. Campus activities in which I participated that have increased my sensitivity to women issues are:			
informal discussions with others on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orientation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conferences and workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
committee assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
special events (cultural celebrations, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays or movies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
concerts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
athletic events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
others (Please specify: _____)			

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable / No Opinion
13. I see materials in campus media that increase my understanding of individuals based on:						
their race or ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their academic preparation for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
whether they met specific admissions requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other reasons (Please specify. _____)						
14. I see materials in campus media in which individuals are stereotyped based on:						
their race or ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their academic preparation for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
whether they met specific admissions requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other reasons (Please specify. _____)						
15. Campus police force members respond to faculty by:						
assisting us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assisting those from their own racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assisting those from racial-ethnic groups other than their own. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
harassing us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
harassing those from their own racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
harassing those from racial-ethnic groups other than their own. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If I have felt discriminated against on the campus, it is because of:						
my race or ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
whether I have met specific admissions requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other reasons (Please specify _____)						
17. If I have felt discriminated against on the campus, it is by						
campus personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching assistants/instructional assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people in the surrounding community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If I have felt discriminated against on the campus, it is by people of:						
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the opposite sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe an incident of discrimination that you experienced on this campus on the back of this page.

Campus Administrative Leadership

We want to learn of your perception of the campus administrative leadership.

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

1. Administrators on this campus act as though they are:

- aware of the importance of educating students from the entire spectrum of racial-ethnic groups.
- aware of the difficulties that students from specific racial-ethnic groups may face in succeeding in college.
- resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups.
- supportive of students from the entire spectrum of racial-ethnic groups.
- supportive of women students.
- willing to mentor faculty from the entire spectrum of racial-ethnic groups.
- willing to mentor women faculty.
- resentful of efforts to develop a faculty that represents the entire spectrum of racial-ethnic groups.
- aware of the difficulties that faculty from specific racial-ethnic groups may face in succeeding at this institution.
- supportive of faculty from the entire spectrum of racial-ethnic groups.
- supportive of women faculty.
- obstructive to the extent permitted by the law.

Almost Always
Frequently
Sometimes
Rarely
Almost Never
Not Applicable /
No Opinion

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Administrators provide leadership on issues that affect:

- academic freedom.
- campus governance.
- the quality of teaching.
- the quality of research
- the quality of public service
- campus life for faculty.
- campus life for students.
- the education of women.
- the education of students from the entire spectrum of racial-ethnic groups.
- the racial-ethnic diversity of the faculty
- the gender diversity of the faculty.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable / No Opinion
3. Campus administrators behave as though a high priority for them is to:						
enhance the prestige of the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hire a high quality faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
retain a high quality faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be responsive to the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improve students' campus experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase the number of women graduate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase the number of undergraduate students from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase the number of students who graduate from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase the number of graduate students from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
educate students from the entire range of racial-ethnic groups because they believe that it is the educationally ethical thing to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
educate students from the entire range of racial-ethnic groups because it is the politically correct thing to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Campus administrators provide resources to achieve progress in the area of:						
the quality of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the quality of research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the quality of public service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for all faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for faculty from my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for students from my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the education of women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the education of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Campus administrators behave as though they are responsive to the concerns of:						
faculty from the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty from my racial-ethnic group only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
women faculty only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men faculty only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate either "Yes" or "No" if you have had experiences of these kinds since coming to this college or university. (If you have not had an actual experience with any of them or do not know of a specific incident, please check the category "Don't Know/Not Applicable.")

	Yes	No	Don't Know / Not Applicable
6. When <i>blatant</i> discrimination toward a person occurs based upon gender, race, or ethnicity, campus administrators respond by: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dealing directly and immediately with the incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
limiting damage to the campus' reputation only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reaffirming the values and mores of the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
redressing the affront to the affected individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
redressing the affront to the affected group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When <i>subtle</i> discrimination toward a person occurs based upon gender, race, or ethnicity, campus administrators respond by: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dealing directly and immediately with the incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
limiting damage to the campus' reputation only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reaffirming the values and mores of the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
redressing the affront to the affected individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
redressing the affront to the affected group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A general policy on campus conduct is:			
codified, including sanctions for violations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
established on an ad hoc basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicated effectively throughout the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enforced when violations occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ignored when violations occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Specific campus policies on discrimination are:			
codified, including sanctions for violations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
established on an ad hoc basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicated effectively throughout the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enforced when violations occur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ignored when violations occur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Surrounding Community

Oftentimes, the community in which a campus is located can have a major impact on a faculty member's experiences. We are interested in learning your feelings about the immediate area in which your campus is located. (Please note: To add greater clarity to this question, the name of the local area surrounding the campus should be identified in this section and included in each question that refers to "local community")

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

- | | Almost Always
Frequently | Sometimes | Rarely | Almost Never | Not Applicable
No Opinion |
|---|-----------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| 1. The local community surrounding this campus responds to me generally by: | | | | | |
| being receptive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| accommodating my needs and interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hiring me to work in its businesses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| resenting my presence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The local community surrounding this campus responds to campus personnel and students from racial-ethnic groups other than mine by | | | | | |
| being receptive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| accommodating their needs and interests. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hiring them to work in its businesses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| resenting their presence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Members of the police force in the local community respond to campus personnel and students by: | | | | | |
| assisting us. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| assisting those from their own racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| assisting those from racial-ethnic groups other than their own _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| harassing us. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| harassing those from their own racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| harassing those from racial-ethnic groups other than their own. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The campus supports its personnel and students through: | | | | | |
| speaking on our behalf in the local community. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| encouraging the local community to accommodate the needs of all campus personnel and students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| encouraging the local community to accommodate the needs of campus personnel and students from various racial-ethnic groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| involving their families in its activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| working with local organizations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| being involved in community forums. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other ways (Please specify: _____) | | | | | |

Satisfaction with the Campus

Now the survey asks about your level of satisfaction and your general impression of this campus since accepting a faculty position here.

1. Please indicate your level of satisfaction with the progress you have made in each of the following areas:

	Very Satisfied	Satisfied	So-So	Dissatisfied	Very Dissatisfied	Not Important	Does Not Apply / No Opinion
pursuing research interests collaboratively with other faculty. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pursuing my research interests using facilities and equipment here. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching academically superior students _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching students from the entire spectrum of racial-ethnic groups. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching students who could benefit from my instruction. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participating in community service activities of interest to me. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obtaining financial support to pursue my research interests. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increasing the number of students from the entire spectrum of racial-ethnic groups. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enjoying academic freedom through a shared governance structure. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
becoming involving in the work of the Academic Senate. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gaining in other respects. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Please specify: _____)							

- 2 Please indicate your level of satisfaction with each of the following aspects of this campus:

campus administrative leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
child care service availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
housing assistance program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interaction with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
opportunities for collegiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
physical surroundings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
surrounding community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate your level of satisfaction with the opportunities available for you on campus to:

learn about various cultures (e.g., Black History Month, International Women's Month, etc.).

discuss issues related to differences among racial-ethnic groups. _____

receive campus services when discriminated against

because of your race, ethnicity, or sex. _____

become more aware of needs of students from the entire spectrum of racial-ethnic groups. _____

become more involved in issues of race, ethnicity, and gender. _____

Very Satisfied
Satisfied
So-So
Dissatisfied
Very Dissatisfied
Not Important
Does Not Apply/
No Opinion

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

4. Please indicate your level of satisfaction with the opportunities available for faculty and campus personnel to:

be evaluated on the basis of the help they give to students from various racial-ethnic groups. _____

become aware of needs of students from various racial-ethnic groups _____

become involved in issues of race, ethnicity, and sexual equality. _____

become campus leaders if they are women. _____

become campus leaders irrespective of their racial-ethnic background. _____

be hired from the entire spectrum of racial-ethnic groups _____

be hired from racial-ethnic groups currently scarce on campus _____

be hired from my racial-ethnic group _____

be sensitive to the needs of students from my racial-ethnic background. _____

be sensitive to women students _____

be sensitive to the needs of all students _____

promote the development of everyone's competence. _____

develop their skills and knowledge _____

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

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☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

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5. Please describe your feelings about how you are viewed on this campus. (For each pair of adjectives, please circle the X closest to your feeling about how you are viewed on this campus.)

Respected	X	X	X	X	X	Disrespected
Resented	X	X	X	X	X	Admired
Successful	X	X	X	X	X	Unsuccessful
Intelligent	X	X	X	X	X	Unintelligent
Demeaned	X	X	X	X	X	Valued
Appreciated	X	X	X	X	X	Worthless
Encouraged	X	X	X	X	X	Discouraged
Weak	X	X	X	X	X	Strong
Hard-Working	X	X	X	X	X	Lazy
Tolerated on Campus	X	X	X	X	X	Integral to the Campus

- 6 Please describe your perceptions of this campus *since becoming a faculty member here*. (For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

Attitudes

Now the survey asks your opinion on various educational issues, particularly as related to your experience at this college or university. Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply / No Opinion
1. I prefer to teach students who are:						
academically well-prepared for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
well-motivated for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in need of assistance to succeed in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from the opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
oriented to pursue graduate work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
oriented to pursue research careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All general education courses should include topics and examples:						
related specifically to women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
related to a variety of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in which people from various racial-ethnic groups interact positively. ____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
multiple viewpoints on a particular topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Special programs and policies.						
are necessary to attract students to campus from a variety of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
often result in the hiring of professors and college personnel who lack adequate qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lead to resentment among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lead to resentment among faculty members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enhance the quality of the student body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reduce the prestige of the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lead to admission of underprepared students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
are necessary for the faculty to be representative of the student body. ____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
are necessary for a campus to reflect the mix of racial-ethnic groups in the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help to create a positive campus environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide educational opportunities for students who have potential for college but do not meet specific admissions requirements. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the response that indicates your level of agreement with each of the statements listed below.

- | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Does Not Apply / No Opinion |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 4 The highest priority for this campus in hiring faculty should be. | | | | | | |
| enhancing the prestige of the campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selecting the most qualified regardless of racial-ethnic group _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selecting those who are qualified and of the same racial-ethnic groups as the student body as a whole. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selecting those who are qualified and sensitive to students from the entire spectrum of racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selecting those who are sensitive to the needs of students from the entire spectrum of racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 A high priority for me on this campus is that: | | | | | | |
| I develop collegial relationships with other faculty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have sufficient time to conduct my research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I interact with students and campus personnel from the entire spectrum of racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| academic quality be maintained. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| goals be met in recruiting students from the entire spectrum of racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| maintenance of academic quality and recruitment of students from the entire spectrum of racial-ethnic groups be compatible goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I interact with students and campus personnel from my own racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Obstacles to achieving gender balance on the faculty here are | | | | | | |
| the scarcity of women faculty who are interested in teaching on this campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the scarcity of qualified women. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of campus interest in recruiting women | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| difficulty of retaining qualified women. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| absence of women in high administrative positions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of desire on the part of the faculty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Obstacles to achieving racial-ethnic balance on the faculty here are: | | | | | | |
| the scarcity of faculty from these groups who are interested in teaching on this campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the scarcity of qualified faculty from these groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of interest in recruiting faculty from these groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| difficulty of retaining qualified faculty from these groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| absence of top administrators from these groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of desire on the part of the faculty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply / No Opinion
8 With respect to the faculty, greater equality could be achieved with respect to women by:						
enhancing resources available for their recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developing mentorships for those hired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enhancing resources available for their retention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
involving them in professional activities (for example, conferences, research collaborations, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
providing financial incentives to recruit women as graduate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including them in campus social activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reconceptualizing the definition of "qualified" when making hiring and promotional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including teaching excellence in the criteria for promotion and tenure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including public service contributions in the criteria for promotion and tenure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including the contribution that they make in assisting women to be successful on this campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reconceptualizing the definition of scholarly research when making hiring and promotional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. With respect to the faculty, greater equality could be achieved with respect to individuals from racial-ethnic groups traditionally underrepresented on the faculty in higher education by:						
enhancing resources available for their recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developing mentorships for those hired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enhancing resources available for their retention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
involving them in professional activities (for example, conferences, research collaborations, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
providing financial incentives to recruit them as graduate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including them in campus social activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reconceptualizing the definition of "qualified" when making hiring and promotional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including teaching excellence in the criteria for promotion and tenure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including public service contributions in the criteria for promotion and tenure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including the contributions that they make in assisting students from racial-ethnic groups traditionally underrepresented in higher education to be successful on this campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reconceptualizing the definition of scholarly research when making hiring and promotional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply / No Opinion
10. The highest priority on this campus in terms of students should be to enhance support for:						
all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recruitment of students from specific racial-ethnic groups. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recruitment of women students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
retention of all enrolled students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
retention of students from specific racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
retention of enrolled students who have the potential for college but did not meet regular campus admissions requirements _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 I regard programs on campus for students from backgrounds traditionally underrepresented in higher education as.						
remedial in nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
critical to the institution's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
effective educationally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a drain on institutional resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assisting only students underprepared for college work _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a stigma on the institution's prestige. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the response that indicates your assessment of the changes that have taken place on campus with respect to the following areas.

	Very Positive	Positive	No Change	Negative	Very Negative	Does Not Apply / No Opinion
Academic senate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collegiality among the faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curricular offerings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity of the administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity of the campus personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity of the faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diversity of the student body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Institutional prestige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level of student preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptivity to administrators and campus personnel from the entire range of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptivity to faculty from the entire range of racial-ethnic groups _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptivity to students from the entire range of racial-ethnic groups _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student/faculty ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student/faculty relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demographic Background

Please share some information with us about your personal and educational background by checking the response that applies to you or by filling in the blanks on the questions below.

1. I am from the following racial-ethnic background. (If you are from a multi-racial or multi-ethnic background, please check all that apply):

- ☐ American Indian//Native American (Please specify tribe: _____)
- ☐ Black/African-American/African
- ☐ Chinese/Chinese-American
- ☐ Cuban/Cuban-American
- ☐ Filipino/Pilipino/Filipino-American
- ☐ Japanese/Japanese-American
- ☐ Mexican-American/Chicano
- ☐ Pacific Islander (Please specify island group: _____)
- ☐ Pakistani/East Indian
- ☐ Puerto Rican
- ☐ White/Caucasian, including Middle Eastern (If you identify with a specific ethnic group, please specify: _____)
- ☐ Other Asian, excluding Middle Eastern (Please specify: _____)
- ☐ Other Latin/Central American (Please specify: _____)
- ☐ Other (Please specify: _____)

2. My gender is: ☐ Female ☐ Male

3. My present academic rank is:

- ☐ Professor.
- ☐ Associate Professor.
- ☐ Assistant Professor
- ☐ Lecturer
- ☐ Instructor.
- ☐ Researcher
- ☐ Other (Please specify: _____)

4. At the present time, the approximate percentage of my time that I devote to:

administration is _____
research is _____
teaching is _____
service to clients and patients is _____

5. The number of years I have spent on this campus is _____

6 My academic department is _____

7. My work status is: ☐ Full-time ☐ Part-time

ITEMS FOR STAFF

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Choosing a College or University

Everyone chooses a college or university for different reasons. We are interested in knowing why you chose to be a staff member at this campus. Below you will find a list of possible reasons for deciding to work here.

1. This campus appealed to me because:

(Please check all your reason why you chose this campus)

- ☐ I had friends and colleagues who were staff members here
- ☐ The student body was racially and ethnically diverse
- ☐ The staff was racially and ethnically diverse.
- ☐ The academic quality of the student body was excellent.
- ☐ The campus' academic reputation in general was excellent.
- ☐ The campus' social reputation was excellent.
- ☐ The location of the campus met my needs.
- ☐ The campus provided an opportunity for career advancement
- ☐ The compensation package was attractive.
- ☐ I visited and liked the campus.
- ☐ The job conditions were beneficial for raising a family.
- ☐ I was an alumnus of the campus.
- ☐ I liked the mission and administrative philosophy of the campus.
- ☐ Other reasons. (Please specify)

Now we would like to know what your expectations were when you chose to become a staff member on this campus.

2. Please check the response that indicates the level of importance that you gave to each of the following possible expectations for choosing to work at this college or university.

I came to this campus because I expected to:

advance my career.

develop or participate in innovative student programs

serve academically superior students.

serve students from the entire spectrum of racial-ethnic groups

serve students who could benefit from my assistance

participate in community service activities of interest to me

work collaboratively with respected members of my profession

increase the number of students from the entire spectrum of racial-ethnic groups.

further my education

earn a competitive salary

have job security.

gain in other respects.

(Please specify: _____).

Very Important
Important
Neutral
Unimportant
Very Unimportant
Does Not Apply /
No Opinion

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please describe your perceptions of this campus *prior to becoming a staff member here*.
(For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

Staff Life

We would like to learn about various experiences that you may have had on campus with respect to your departmental and campuswide staff colleagues.

1. Please check the response that indicates the approximate number of hours in a typical week that you spend on each of these activities in your current job.

	None	Under 3	4-8	9-12	13-17	Over 17
advising students on academic matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advising students on personal matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
serving on campus committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attending workshops and conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attending meetings on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
handling administrative matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
making presentations on and/or off campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking to faculty about gender, race or ethnicity issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talking to students about issues of gender, race, or ethnicity _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
volunteering my services in the surrounding community _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participating in student-focused activities that are part of my direct job responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participating in student-focused activities that extend beyond my direct job responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
2 My contributions in my current job are.			
understood by staff members in my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
appreciated by staff members in my department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
judged on relevant criteria by staff members in my department _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understood by my supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
appreciated by my supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
judged on relevant criteria by my supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understood by staff members on the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
appreciated by staff members on the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
judged on relevant criteria by staff members on the campus _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 In comparison to other staff members.			
I spend more time providing service to the campus (such as by advising students and serving on committees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I spend more time engaged in direct work-related tasks _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I serve on more campus committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more involved with students beyond the regular work day _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
4. With respect to evaluation of my job performance			
I have sufficient opportunities to meet with my supervisor _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive adequate mentoring to succeed here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I receive adequate advice on promotional opportunities. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my supervisor makes clear his or her expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my campuswide service is considered (e g , advising students, serving on committees).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other staff members make clear their expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff members openly critical of the administration have no cause to feel retribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evaluative standards are clearly defined in my department. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evaluative standards are clearly defined campuswide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
it is based partially on enhancing the success of students from groups traditionally underrepresented in higher education. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff members openly critical of the administration have cause to feel retribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My relationship with other staff members in my department is			
conducive to my professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
based upon a common set of interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uncomfortable with those of other racial-ethnic groups _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uncomfortable with those of my opposite gender _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comfortable with those of my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comfortable with those of my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
job-related only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 My relationship with other staff members campuswide is:			
conducive to my professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
based upon a common set of interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uncomfortable with those of other racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uncomfortable with those of my opposite gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comfortable with those of my gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comfortable with those of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
job-related only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There is adequate information to orient new staff members here to.			
the campus in general.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
departmental policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the nature of the student body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the mission of the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
8. My relationship with other staff members in my department includes:			
committee work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
job-related activities only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personal acquaintanceships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
social interaction on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
social interaction off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My relationship with other staff members campuswide includes:			
committee work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
job-related activities only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personal acquaintanceships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
social interaction on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
social interaction off campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I feel pressure on this campus to.			
socialize only with people of my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participate in campus activities related to my culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
particularly assist students who are of my racial-ethnic group _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advocate for students who are of my racial-ethnic group _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be a spokesperson for my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
represent my racial-ethnic group on campuswide committees _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
particularly assist students who are of my gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
advocate for students who are of my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
represent my gender on campuswide committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be a spokesperson for my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I collaborate professionally with staff members of:			
my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I interact socially with staff members of.			
my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Professional development activities are available on the campus for:			
administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
managers:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
all staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only staff members who have reached a certain rank or level. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
support staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

- | | Yes | No | Don't Know / Not Applicable |
|--|--------------------------|--------------------------|-----------------------------|
| 14 If I were to apply for another position, it would be to: | | | |
| increase my compensation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| increase my opportunities for growth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| increase my responsibilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| gain greater appreciation from other staff members for my work. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| gain greater recognition from other staff members for my work. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| gain greater respect from other staff members for my work. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| enhance my compatibility with staff members with whom I
would work directly | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| enhance the excitement that I feel about my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| gain greater sensitivity to my racial-ethnic background. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| gain greater sensitivity to my gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Staff members in my department include individuals who are.
(Please check all that apply) | | | |
| <input type="checkbox"/> African-American/Black. | | | |
| <input type="checkbox"/> American Indian/Native American. | | | |
| <input type="checkbox"/> Asian/Pacific Islander. | | | |
| <input type="checkbox"/> Chicano/Latino/Hispanic. | | | |
| <input type="checkbox"/> White/Caucasian. | | | |
| <input type="checkbox"/> Female. | | | |
| <input type="checkbox"/> Male. | | | |
| 16. My supervisor is:
(Please check all that apply) | | | |
| <input type="checkbox"/> African-American/Black. | | | |
| <input type="checkbox"/> American Indian/Native American. | | | |
| <input type="checkbox"/> Asian/Pacific Islander. | | | |
| <input type="checkbox"/> Chicano/Latino/Hispanic | | | |
| <input type="checkbox"/> White/Caucasian. | | | |
| <input type="checkbox"/> Female. | | | |
| <input type="checkbox"/> Male. | | | |

Please indicate your general perception about staff members on your campus.

- 15. Staff members who are engaged in activities to promote the education of students from racial-ethnic groups historically underrepresented in higher education are:**
- | | Yes | No | Don't
Know / Not
Applicable |
|---|--------------------------|--------------------------|-----------------------------------|
| seldom promoted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| given release time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| overburdened with committee assignments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selected to be administrators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| rewarded financially. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| asked to work in programs that serve those student groups only. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selected only to satisfy affirmative action guidelines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| chosen to represent the campus in the local community. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| given non-financial rewards on campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| stigmatized by other staff members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| often promoted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 16. Staff members act as though they think the students prepared for college on campus are:**
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| all those enrolled. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who meet specific admissions requirements _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who are outstanding scholars. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their own sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their opposite sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from both sexes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from my racial-ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from racial-ethnic groups other than mine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from their racial-ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from all racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
- 17. Staff members act as though the students that they are most pleased to see on campus are:**
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| all those enrolled. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who meet specific admissions requirements _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who are outstanding scholars | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their own sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from both sexes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from my racial-ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from racial-ethnic groups other than mine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from their racial-ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from all racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate your general perception about staff members on your campus.

- | | Yes | No | Don't Know / Not Applicable |
|---|--------------------------|--------------------------|-----------------------------|
| 18. Staff members act as though the students that they are most comfortable serving on campus are. | | | |
| all those enrolled on the campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who meet specific admissions requirements. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those who are outstanding scholars. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their own sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those of their opposite sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from both sexes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from racial-ethnic groups other than mine. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| only those from their racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| from all racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Staff members on this campus act as though they are: | | | |
| aware of the importance of serving students from the entire spectrum of racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| aware of the difficulties that students from specific racial-ethnic groups may face in succeeding in college | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| supportive of students from the entire spectrum of racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| supportive of women students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| willing to mentor students from the entire spectrum of racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| willing to mentor women students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Staff regard campus programs for students from backgrounds traditionally underrepresented in higher education as: | | | |
| remedial in nature. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| critical to the institution's mission | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| effective educationally. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a drain on institutional resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| assisting only students underprepared for college work. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a stigma on the institution's prestige. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Interaction with Students

In this section, we want to learn about your role as a staff member who serves students on this campus. If you do not serve students, please proceed to the next section of this survey.

Please indicate if you have had each of the following experiences *in your current position*. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
1. I serve students who are of:			
my gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I mentor students who are of:			
my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Students most prepared for college who I serve are:			
women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unable to be classified in terms of a particular gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of a racial-ethnic group other than mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unable to be classified in terms of a particular racial-ethnic group. ____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Students least prepared for college who I serve are			
women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unable to be classified in terms of a particular gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of a racial-ethnic group other than mine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
unable to be classified in terms of a particular racial-ethnic group. ____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I provide students with information and material that.			
acknowledges women's societal contributions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
acknowledges societal contributions made by the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
has a multicultural perspective on issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences *in your current position*. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
6. I participate in campuswide activities with students who are of:			
my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I participate in off-campus activities with students who are of:			
my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I collaborate professionally with students of			
my gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my opposite gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Students that I interact with on this campus behave as though they are:			
committed to developing a student body that represents the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aware of the importance of educating students from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aware of the difficulties that students from the entire spectrum of racial-ethnic groups may face in succeeding in college. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of students from the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of women students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Students that I interact with on this campus perceive that the institution is:			
committed to developing a student body that represents the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
resentful of efforts to develop a student body that represents the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aware of the importance of educating students from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aware of the difficulties that students from the entire spectrum of racial-ethnic groups may face in succeeding in college _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of students from the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of women students. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Campus Life

A major part of a staff member's life on campus involves getting to know other people, including campus administrators, other staff members, and students. In this section, we want to learn about your participation and involvement with other campus participants.

1. Approximately what percent of the students on this campus are:

	Less than 10%	10%-25%	25%-50%	50%-75%	Over 75%	Don't Know
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American /American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Approximately what percent of the faculty on this campus are:

	Less than 10%	10%-25%	25%-50%	50%-75%	Over 75%	Don't Know
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American /American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Approximately what percent of the staff in your department are:

	Less than 10%	10%-25%	25%-50%	50%-75%	Over 75%	Don't Know
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American /American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Approximately what percent of the staff on this campus are:

	Less than 10%	10%-25%	25%-50%	50%-75%	Over 75%	Don't Know
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American /American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We want to learn about the experiences that you have had generally on this campus. Please indicate if you have had the following experiences since coming to this college or university, or if not, please check the category "Don't Know /Not Applicable "

- | | Yes | No | Don't Know / Not Applicable |
|---|--------------------------|--------------------------|-----------------------------|
| 5 When I am treated politely on campus, it is generally by: | | | |
| staff members or administrators of my racial-ethnic group _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff members or administrators of other racial-ethnic groups _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff members or administrators of all racial-ethnic groups _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff members or administrators of my sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff members or administrators of my opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| both male and female staff members or administrators | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| campus police. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| people from the community surrounding the campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| specific individuals (Please specify: _____) | | | |
| 6 When I am treated rudely on campus, it is generally by: | | | |
| staff members or administrators of my racial-ethnic group. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff members or administrators of other racial-ethnic groups _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff members or administrators of all racial-ethnic groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff members or administrators of my sex. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff members or administrators of my opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| both male and female staff members or administrators. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| campus police | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| people from the community surrounding the campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| specific individuals (Please specify: _____) | | | |
| 7 I have seen or heard about campus events where: | | | |
| specific racial-ethnic groups are portrayed positively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| specific racial-ethnic groups are portrayed negatively _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| women in general are portrayed positively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| women in general are portrayed negatively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| men in general are portrayed positively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| men in general are portrayed negatively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 I have seen or heard about racist behavior initiated by: | | | |
| staff members or administrators of my racial-ethnic group. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff members or administrators of other racial-ethnic groups _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| faculty of my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| faculty of other racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| students of my racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| students of other racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| people from the community surrounding the campus | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
9 I have seen or heard about sexist behavior initiated by:			
staff members or administrators of my racial-ethnic group _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff members or administrators of other racial-ethnic groups. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
faculty of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
students of other racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
people from the community surrounding the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have seen on campus.			
books in the library written from a variety of racial, ethnic, or cultural viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
textbooks in the bookstore written from a variety of racial, ethnic, or cultural viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
art reflecting various racial-ethnic cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
negative graffiti about women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
negative graffiti about certain racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Campus activities in which I participated that have increased my sensitivity to other racial-ethnic groups are:			
informal discussions with others on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orientation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conferences and workshops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
committee assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
special events (cultural celebrations, etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays or movies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
concerts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
athletic events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
others (Please specify _____)			
12 Campus activities in which I participated that have increased my sensitivity to women issues are			
informal discussions with others on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orientation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lectures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
conferences and workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
committee assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reading books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
special events (cultural celebrations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plays or movies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
concerts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
athletic events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
others (Please specify: _____)			

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

13. I see materials in campus media that increase my understanding of individuals based on:

their race or ethnicity.

their sex

their academic preparation for college.

whether they met specific admissions requirements

other reasons (Please specify.

Almost Always
Frequently
Sometimes
Rarely
Almost Never
Not Applicable /
No Opinion

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

.)

- 14 I see materials in campus media in which individuals are stereotyped based on.

their race or ethnicity

their sex.

their academic preparation for college

whether they met specific admissions requirements.

other reasons (Please specify.

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

)

- 15 Campus police force members respond to staff members by

assisting us.

assisting those from their own racial-ethnic groups.

assisting those from racial-ethnic groups other than their own

harassing us.

harassing those from their own racial-ethnic groups

harassing those from racial-ethnic groups other than their own

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

16. If I have felt discriminated against on the campus, it is because of

my race or ethnicity.

my sex.

whether I have met specific admissions requirements

other reasons (Please specify:

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

)

- 17 If I have felt discriminated against on the campus, it is by:

other staff members or administrators.

faculty

students.

teaching assistants/instructional assistants

people in the surrounding community

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

- 18 If I have felt discriminated against on the campus, it is by people of:

my racial-ethnic group

other racial-ethnic groups

my sex.

the opposite sex.

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ ☐

Please describe an incident of discrimination that you experienced on this campus on the back of this page.

Campus Administrative Leadership

We want to learn of your perception of the campus administrative leadership.

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

	<i>Almost Always</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Almost Never</i>	<i>Not Applicable / No Opinion</i>
1. Administrators on this campus act as though they are						
aware of the importance of educating students from the entire						
spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aware of the difficulties that students from specific racial-ethnic						
groups may face in succeeding in college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
resentful of efforts to develop a student body that represents the						
entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of students from the entire spectrum of racial-ethnic						
groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of women students						
willing to mentor staff members from the entire spectrum of racial-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
willing to mentor women staff members.						
resentful of efforts to develop a staff that represents the entire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aware of the difficulties that staff members from specific racial-ethnic						
groups may face in succeeding at this institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of staff members from the entire spectrum of racial-ethnic						
groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supportive of women staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
obstructive to the extent permitted by the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Administrators provide leadership on issues that affect:						
academic freedom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus governance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the quality of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the quality of research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the quality of public service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the education of women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the education of students from the entire spectrum of						
racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the racial-ethnic diversity of the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the gender diversity of the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
opportunities for staff development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable / No Opinion
3. Campus administrators behave as though a high priority for them is to:						
enhance the prestige of the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hire a high quality faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
retain a high quality faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be responsive to the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
improve students' campus experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase the number of women graduate students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase the number of undergraduate students from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase the number of students who graduate from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increase the number of graduate students from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
educate students from the entire range of racial-ethnic groups because they believe that it is the educationally ethical thing to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
educate students from the entire range of racial-ethnic groups because it is the politically correct thing to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Campus administrators provide resources to achieve progress in the area of:						
the quality of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the quality of research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the quality of public service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for all faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for faculty from my racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for all staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for staff members from my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life for students from my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the education of women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the education of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Campus administrators behave as though they are responsive to the concerns of:						
staff members from the entire spectrum of racial-ethnic groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff members from my racial-ethnic group only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
women staff members only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
men staff members only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

	Almost Always	Frequently	Sometimes	Rarely	Almost Never	Not Applicable / No Opinion
6 Campus administrators:						
are receptive to new ideas from staff that may positively affect educational opportunities available for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
take initiative in proposing new services that may positively affect educational opportunities available for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wait for staff members to propose new services that may positively affect educational opportunities available for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicate important information widely throughout the campus _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
behave as though they consider staff integral to the campus _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
behave as though they consider support staff integral to the campus. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promote the development of positive relations between staff and faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
regard support staff as professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
are flexible in responding staff members' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
7 When <i>blatant</i> discrimination toward a person occurs based upon gender, race, or ethnicity, campus administrators respond by: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dealing directly and immediately with the incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
limiting damage to the campus' reputation only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reaffirming the values and mores of the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
redressing the affront to the affected individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
redressing the affront to the affected group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When <i>subtle</i> discrimination toward a person occurs based upon gender, race, or ethnicity, campus administrators respond by _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dealing directly and immediately with the incident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
limiting damage to the campus' reputation only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reaffirming the values and mores of the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
redressing the affront to the affected individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
redressing the affront to the affected group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. A general policy on campus conduct is			
codified, including sanctions for violations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
established on an ad hoc basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicated effectively throughout the campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enforced when violations occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ignored when violations occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate if you have had each of the following experiences since coming to this college or university. If you have not had a specific experience, please check the category "Don't Know/Not Applicable."

	Yes	No	Don't Know / Not Applicable
10 Specific campus policies on discrimination are:			
codified, including sanctions for violations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
established on an ad hoc basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicated effectively throughout the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enforced when violations occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ignored when violations occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Surrounding Community

Oftentimes, the community in which a campus is located can have a major impact on a staff member's experiences. We are interested in learning your feelings about the immediate area in which your campus is located. (Please note: To add greater clarity to this question, the name of the local area surrounding the campus should be identified in this section and included in each question that refers to "local community").

Please check the response that indicates the extent to which you have had each of the following experiences since coming to this college or university.

- | | Almost Always | Frequently | Sometimes | Rarely | Almost Never | Not Applicable / No Opinion |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 1. The local community surrounding this campus responds to me generally by: | | | | | | |
| being receptive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| accommodating my needs and interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hiring me to work in its businesses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| resenting my presence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The local community surrounding this campus responds to campus staff members and students from racial-ethnic groups other than mine by | | | | | | |
| being receptive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| accommodating their needs and interests. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| hiring them to work in its businesses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| resenting their presence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Members of the police force in the local community respond to campus staff members and students by: | | | | | | |
| assisting us | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| assisting those from their own racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| assisting those from racial-ethnic groups other than their own _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| harassing us. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| harassing those from their own racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| harassing those from racial-ethnic groups other than their own. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The campus supports its personnel and students through: | | | | | | |
| speaking on our behalf in the local community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| encouraging the local community to accommodate the needs of all its personnel and students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| encouraging the local community to accommodate the needs of its personnel and students from various racial-ethnic groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| involving their families in its activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| working with local organizations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| being involved in community forums. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| other ways (Please specify: _____) | | | | | | |

Satisfaction with the Campus

Now the survey asks about your level of satisfaction and your general impression of this campus since accepting a staff member position here.

	Very Satisfied	Satisfied	So-So	Dissatisfied	Very Dissatisfied	Not Important	Does Not Apply / No Opinion
1 Please indicate your level of satisfaction with the progress you have made in each of the following areas:							
advancing my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developing or participating in innovative student programs _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
serving academically superior students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
serving students from the entire spectrum of racial-ethnic groups ____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
serving students who could benefit from my instruction _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participating in community service activities of interest to me _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
working collaboratively with respected members of my profession. ____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increasing the number of students from the entire spectrum of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
furthering my education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
earning a competitive salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
having job security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gaining in other respects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Please specify: _____)							
2. Please indicate your level of satisfaction with each of the following aspects of this campus:							
campus administrative leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
campus personnel office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
child care service availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
employee grievance procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
housing assistance program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
integration of the staff in the life of the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interaction with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
opportunities for career advancement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
physical surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
specific department in which I work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
surrounding community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | Very Satisfied | Satisfied | So So | Dissatisfied | Very Dissatisfied | Not Important | Does Not Apply / No Opinion |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 3. Please indicate your level of satisfaction with the opportunities available for you on campus to: | | | | | | | |
| learn about various cultures (e.g., Black History Month, International Women's Month, etc). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| discuss issues related to differences among racial-ethnic groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| receive campus services when discriminated against because of your race, ethnicity, or sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| become more aware of needs of students from the entire spectrum of racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| become more involved in issues of race, ethnicity, and gender _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Please indicate your level of satisfaction with the opportunities available for staff members to: | | | | | | | |
| be evaluated on the basis of the help they give to students from various racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| become aware of needs of students from various racial-ethnic groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| become involved in issues of race, ethnicity, and sexual equality. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| become campus leaders if they are women. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| become campus leaders irrespective of their racial-ethnic background. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be hired from the entire spectrum of racial-ethnic groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be hired from racial-ethnic groups currently scarce on campus. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be hired from my racial-ethnic group | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be sensitive to the needs of students from my racial-ethnic background. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be sensitive to women students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be sensitive to the needs of all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| provide good service to students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| grow professionally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be promoted into a different job classification | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be promoted within the same job classification. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| receive recognition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| develop skills that are related to my present job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| develop skills that lead to professional advancement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| be integrated into the mainstream of the campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Please describe your feelings about how you are viewed on this campus. (For each pair of adjectives, please circle the X closest to your feeling about how you are viewed on this campus)

Respected	X	X	X	X	X	Disrespected
Resented	X	X	X	X	X	Admired
Successful	X	X	X	X	X	Unsuccessful
Intelligent	X	X	X	X	X	Unintelligent
Demeaned	X	X	X	X	X	Valued
Appreciated	X	X	X	X	X	Worthless
Encouraged	X	X	X	X	X	Discouraged
Weak	X	X	X	X	X	Strong
Hard-Working	X	X	X	X	X	Lazy
Tolerated on Campus	X	X	X	X	X	Integral to the Campus

6. Please describe your perceptions of this campus *since becoming a staff member* here. (For each pair of adjectives, please circle the X closest to your word for describing this campus.)

Comfortable	X	X	X	X	X	Uncomfortable
Friendly	X	X	X	X	X	Hostile
Tense	X	X	X	X	X	Relaxed
Cold	X	X	X	X	X	Warm
Communicative	X	X	X	X	X	Reserved
Enjoyable	X	X	X	X	X	Unenjoyable
Concerned	X	X	X	X	X	Indifferent
Disrespectful	X	X	X	X	X	Respectful
Cooperative	X	X	X	X	X	Competitive
Sensitive	X	X	X	X	X	Insensitive
Welcoming	X	X	X	X	X	Unwelcoming
Unsupportive	X	X	X	X	X	Supportive
Hospitable	X	X	X	X	X	Inhospitable
Hard	X	X	X	X	X	Easy
Accepting	X	X	X	X	X	Unaccepting
Tolerant	X	X	X	X	X	Intolerant
Structured	X	X	X	X	X	Flexible
Open	X	X	X	X	X	Closed
Bureaucratic	X	X	X	X	X	Non-Bureaucratic

Attitudes

Now the survey asks your opinion on various educational issues, particularly as related to your experience at this college or university. Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply / No Opinion
1 I prefer to serve students who are.						
academically well-prepared for college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
well-motivated for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in need of assistance to succeed in college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of my racial-ethnic group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of other racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from my gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
from the opposite gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
oriented to pursue graduate work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
oriented to pursue research careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. An effective way to meet students' needs is to:						
have all campus departments responsible for serving all students. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
create separate departments to meet the unique needs of students of each racial-ethnic group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
create separate departments to meet the unique needs of students of each gender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
create separate departments to meet the needs of students who have potential for college but do not meet specific admissions requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Special programs and policies						
are necessary to attract students to campus from a variety of racial-ethnic groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
often result in the hiring of faculty and staff members who lack adequate qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lead to resentment among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lead to resentment among faculty members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enhance the quality of the student body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reduce the prestige of the campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lead to admission of underprepared students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
are necessary for the staff to be representative of the student body. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
are necessary for a campus to reflect the mix of racial-ethnic groups in the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help to create a positive campus environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide educational opportunities for students who have potential for college but do not meet specific admissions requirements _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the response that indicates your level of agreement with each of the statements listed below.

- | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Does Not Apply / No Opinion |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 4. The highest priority for this campus in hiring staff members should be: | | | | | | |
| enhancing the prestige of the campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selecting the most qualified regardless of racial-ethnic group. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selecting those who are qualified and of the same racial-ethnic groups as the student body as a whole. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selecting those who are qualified and sensitive to students from the entire spectrum of racial-ethnic groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| selecting those who are sensitive to the needs of students from the entire spectrum of racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A high priority for me on this campus is that: | | | | | | |
| I develop relationships with other staff members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have support in serving students . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I interact with students and staff members from the entire spectrum of racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| academic quality be maintained. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| goals be met in recruiting students from the entire spectrum of racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| maintenance of academic quality and recruitment of students from the entire spectrum of racial-ethnic groups be compatible goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I interact with students and staff members from my own racial-ethnic group. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Obstacles to achieving gender balance on the staff here are. | | | | | | |
| the scarcity of women staff members who are interested in working on this campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the scarcity of qualified women staff members | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of campus interest in recruiting women staff members _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| difficulty of retaining qualified women staff members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| absence of women in high administrative positions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of desire on the part of the administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Obstacles to achieving racial-ethnic balance on the staff here are: | | | | | | |
| the scarcity of staff members from these groups who are interested in working on this campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the scarcity of qualified staff members from these groups _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of interest in recruiting staff members from these groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| difficulty of retaining qualified staff members from these groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| absence of top administrators from these groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| lack of desire on the part of the administration. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please check the response that indicates your level of agreement with each of the statements listed below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply / No Opinion
8 With respect to the staff, greater equality could be achieved with respect to women by:						
enhancing resources available for their recruitment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developing mentorships for those hired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enhancing resources available for their retention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
involving them in professional activities (for example, conferences, research collaborations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including them in campus social activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reconceptualizing the definition of "qualified" when making hiring and promotional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including public service contributions in the criteria for promotion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including the contributions that they make in assisting women students to be successful on this campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including the contribution that they make to women students that is not a part of their job-related responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including their service to the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 9 With respect to the staff, greater equality could be achieved with respect to individuals from racial-ethnic groups traditionally underrepresented on the staff in higher education by:						
enhancing resources available for their recruitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
developing mentorships for those hired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enhancing resources available for their retention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
involving them in professional activities (for example, conferences, research collaborations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including them in campus social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reconceptualizing the definition of "qualified" when making hiring and promotional decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including public service contributions in the criteria for promotion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including the contributions that they make in assisting students from racial-ethnic groups traditionally underrepresented in higher education to be successful here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including the contribution that they make to students from racial-ethnic groups traditionally underrepresented in higher education which is not part of their job-related responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
including their service to the local community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please check the response that indicates your level of agreement with each of the statements listed below.

- | | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Does Not Apply / No Opinion |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| 10 The highest priority on this campus in terms of students should be to enhance support for: | | | | | | |
| all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| recruitment of students from specific racial-ethnic groups. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| recruitment of women students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| retention of all enrolled students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| retention of students from specific racial-ethnic groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| retention of enrolled students who have the potential for college but did not meet regular campus admissions requirements. _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I regard programs on campus for students from backgrounds traditionally underrepresented in higher education as: | | | | | | |
| remedial in nature | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| critical to the institution's mission. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| effective educationally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a drain on institutional resources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| assisting only students underprepared for college work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| a stigma on the institution's prestige | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please check the response that indicates your assessment of the changes that have taken place on campus with respect to the following areas.

- | | Very Positive | Positive | No Change | Negative | Very Negative | Does Not Apply / No Opinion |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| Curricular offerings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diversity of the administration | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diversity of the staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diversity of the faculty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diversity of the student body | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Institutional mission | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Institutional prestige | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Level of student preparation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Receptivity to administrators from the entire range of racial-ethnic groups _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Receptivity to faculty from the entire range of racial-ethnic groups _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Receptivity to staff members from the entire range of racial-ethnic groups _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Receptivity to students from the entire range of racial-ethnic groups _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student retention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Demographic Background

Please share some information with us about your personal and educational background by checking the response that applies to you or by filling in the blanks on the questions below.

1 I am from the following racial-ethnic background. (If you are from a multi-racial or multi-ethnic background, please check all that apply):

- ☐ American Indian/Native American (Please specify tribe _____)
- ☐ Black/African-American/African
- ☐ Chinese/Chinese-American
- ☐ Cuban/Cuban-American
- ☐ Filipino/Philipino/Filipino-American
- ☐ Japanese/Japanese-American
- ☐ Mexican-American/Chicano
- ☐ Pacific Islander (Please specify island group _____)
- ☐ Pakistani/East Indian
- ☐ Puerto Rican
- ☐ White/Caucasian, including Middle Eastern (If you identify with a specific ethnic group, please specify: _____)
- ☐ Other Asian, excluding Middle Eastern (Please specify: _____)
- ☐ Other Latin/Central American (Please specify: _____)
- ☐ Other (Please specify: _____)

2. My gender is: ☐ Female ☐ Male

3 My present staff position is that of a:

- ☐ Academic Staff Officer
- ☐ Administrative Services Staff Officer (e.g., Business Office, Facilities Division).
- ☐ Administrator
- ☐ Manager.
- ☐ Student Services Staff Officer
- ☐ Support staff member in any department
- ☐ Other (Please specify: _____)

4. At the present time, the approximate percentage of my time at present that I devote to
enrolled students is _____
prospective students is _____
faculty is _____
other campus staff members is _____
individuals from off-campus is _____

5. The number of years I have spent on this campus is _____

6 My department is _____

7. My work status is: ☐ Full-time ☐ Part-time.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

Members of the Commission

The Commission consists of 17 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Six others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of February 1995, the Commissioners representing the general public are

Henry Der, San Francisco, *Chair*
C. Thomas Dean, Long Beach
Elaine Alquist, Santa Clara
Mim Andelson, Los Angeles
Jeffrey I. Marston, San Diego
Guillermo Rodriguez, Jr., San Francisco,
Vice Chair
Melinda G. Wilson, Torrance
Linda J. Wong, Los Angeles
Ellen F. Wright, Saratoga

Representatives of the segments are

Roy T. Brophy, Fair Oaks, appointed by the Regents of the University of California,
Yvonne W. Larsen, San Diego, appointed by the California State Board of Education,
Alice Petrossian, Glendale, appointed by the Board of Governors of the California Community Colleges,
Ted J. Saenger, San Francisco, appointed by the Trustees of the California State University, and
Kyhl Smeby, Pasadena, appointed by the Governor to represent California's independent colleges and universities, and
vacant, representing the Council for Private Postsecondary and Vocational Education

The two student representatives are

Stephen Leshner, Meadow Vista
Beverly A. Sandeen, Costa Mesa

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 95814-2938, telephone (916) 445-7933 or Calnet 485-7933, FAX (916) 327-4417.

RESOURCE GUIDE FOR ASSESSING CAMPUS CLIMATE

California Postsecondary Education Commission Report 92-24

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, 1303 J Street, Fifth Floor, Sacramento, California 95814-2936.

Recent reports of the Commission include:

92-5 Current Methods and Future Prospects for Funding California Public Higher Education: The First in a Series of Reports on Funding California's Colleges and Universities into the Twenty-First Century (March 1992)

92-6 Commission Comments on the Systems' Preliminary Funding Gap Reports: A Report to the Legislature and the Governor in Response to Supplemental Report Language of the 1991 Budget Act (March 1992)

92-7 Analyses of Options and Alternatives for California Higher Education: Comments by the Staff of the California Postsecondary Education Commission on Current Proposals for Change in California's Public Colleges and Universities (March 1992)

92-8 Faculty Salaries in California's Public Universities, 1992-93: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1992)

92-9 Fiscal Profiles, 1992: The Second in a Series of Handbooks about the Financing of California Postsecondary Education (March 1992)

92-10 Student Profiles, 1991: The Second in a Series of Annual Factbooks About Student Participation in California Higher Education (March 1992)

92-11 Meeting the Educational Needs of the New Californians: A Report to Governor Wilson and the California Legislature in Response to Assembly Concurrent Resolution 128 (1990) (March 1992)

92-12 Analysis of the 1992-93 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1992)

92-13 Postsecondary Enrollment Opportunities for High School Students: A Report to the Legislature and the Governor in Response to Chapter 554, Statutes of 1990 (June 1992)

92-14 Eligibility of California's 1990 High School Graduates for Admission to the State's Public Uni-

versities: A Report of the 1990 High School Eligibility Study (June 1992)

92-15 Progress of the California Science Project: A Report to the Legislature in Response to Chapter 1486, Statutes of 1987 (June 1992)

92-16 Supplemental Report on Academic Salaries, 1991-92: A Report to the Governor and Legislature in Response to Senate Concurrent Resolution No. 51 (1965) and Supplemental Language to the 1979 and 1981 Budget Acts (August 1992)

92-17 A Framework for Statewide Facilities Planning. Proposals of the California Postsecondary Education Commission to Improve and Refine the Capital Outlay Planning Process in California Higher Education (August 1992)

92-18 Guidelines for Review of Proposed University Campuses, Community Colleges, and Educational Centers: A Revision of the Commission's 1990 *Guidelines for Review of Proposed Campuses and Off-Campus Centers* (August 1992)

92-19 Approval of the Lemoore Center of the West Hills Community College District: A Report to the Governor and Legislature in Response to a Request from the Board of Governors to Recognize the Center as the Official Community College Center for the Lemoore/Hanford Area of Kings County (August 1992)

92-20 Commission Comments on the Systems' Final Funding Gap Reports: A Second Report to the Legislature and the Governor in Response to Supplemental Report Language of the 1991 Budget Act (August 1992)

92-21 Services for Students with Disabilities in California Public Higher Education, 1992: The Second in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987) (August 1992)

92-22 Exchanging Students with Eastern Europe. Closing a Half-Century Learning Gap. A Report to the Governor and Legislature in Response to Assembly Concurrent Resolution 132 (Resolution Chapter 145, Statutes of 1990) (August 1992)

92-23 1992-93 Plan of Work for the California Postsecondary Education Commission: Major Studies and Other Commission Activities (August 1992)

92-24 Resource Guide for Assessing Campus Climate (August 1992)